

STAFF MOTIVATION AND JOB PERFORMANCE IN THE FRERE HOSPITAL
MATERNITY WARD

By

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Declaration

I, *Lunathi Brian Makapela*, 20010736, hereby declare that the *dissertation for Master in Business Administration (MBA)* is my own work and that it has not previously been submitted for assessment or completion of any postgraduate qualification to another University or for another qualification.

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30 November 2014
Date



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Abstract

The topic of motivation continues to command substantial attention in the field of industrial or organisational psychology. Motivation has always been an essential factor in managing personnel and is a crucial variable in creating a high performance organization. Public administration research has largely ignored motivation as a topic, contrary to research of private sector management. Nurses represent one of the biggest profession group in South Africa's health care services and forms the vertebrae of the Primary Health Care in South Africa. South Africa has experienced large numbers of nurses immigrating to other foreign countries due to poor working conditions in South Africa. Government has a responsibility of ensuring that there is always a motivational climate in the institutions where nurses work.

Several investigations have been conducted by various organisations regarding the state of South African Health Care System, due to a high rate of reported deaths in South African hospitals. Dispatch investigation team in 2005 revealed a number of findings that related to various motivational issues at the Eastern Cape Frere Hospital maternity ward. These motivational issues included but not limited shortage of nurses and doctors; use of interns on night duty without qualified doctors and anaesthetist; a cleaner confirmed to have been seen delivering a baby in the labour ward while wearing a doctor's coat, as well as accessing and dispensing medicine; no security to prevent people from wandering the labour ward and the entire maternity section; deaths due to negligence; inappropriate appointment of personnel, a situation causing problems for the nurses; employees complaining of work overload; absenteeism and sick leave leaving one nurse on duty at night in the nursery; lack of equipment like oxygen points, suction catheters, CPAPs and CTG machines, alleged by some nurses to be directly responsible for a number of avoidable deaths; staff shortages thus forcing inexperienced nurses to carry duties beyond their experience; detrimental shortages of labour beds; a general assistant dressed in a green nurse's gown rinsing blood-soaked linen before dishing up for, and serving food to patients, still wearing the same clothing.

Since the Dispatch investigation and the subsequent investigations by political parties and the National Department of Health, no scientific research or investigation has been done

around challenges at Frere Hospital maternity ward. The main purpose of this study is to investigate the levels of staff motivation and staff motivation levels' impact on job performance in the Frere Hospital maternity ward.

In conducting this study the researcher explored five motivation theories which are amongst a group of motivational theories that have shaped worker motivation in both the public and private sectors. The study explored Maslow hierarchy of needs, Herzberg two factor theory, Vroom's expectancy theory, Locke's equity theory and Festinger's goal setting Theory. These theories were used with a view of gathering an understanding of staff motivation and job performance. The reasons for the researcher to choose these five motivational theories is that they are amongst the most popular theories used by scholars to measure staff motivation and performance both in the private and public sectors. These theories were also used due to their relevance to the organisation investigated.

This study followed a quantitative approach and empirical study was conducted using a questionnaire with closed and open-ended questions.

The empirical results from the nine sections researched showed some distinct findings, from which the following recommendations were drawn:

- management should consider employees' involvement during goal setting in the department;
- management should work towards building in job motivators into the employees' jobs;
- management should ensure that there is a reputable performance reward and recognition system in place that is agreed upon with staff, instead of imposing the system;
- management should support nurses in ensuring that their working conditions and salaries and benefits are improved; and

It is therefore the responsibility of managers to ensure that staff are always kept motivated in order to increase job performance.

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List of commonly used abbreviations and acronyms

HR	Human Resources
CPAP	Continuous Positive Airway Pressure
CTG	Cardiotocography
SAMJ	South African Medical Journal
PRP	Performance Related Pay
MBO	Management by Objectives
PMRS	Performance Management and Recognition System
OCB	Organisational Citizenship Behaviour



CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.1 Introduction

Sweeping contextual changes surrounding the way the public's business is conducted suggest a renewed need to revisit the drivers of human performance in the public sector (Perry, Mesch & Paarlberg, 2006). Motivation has always been an essential factor in managing personnel and is a crucial variable in creating a high performance organisation (Vandenabeele, Depre, Hondeghem & Yan, 2004:52). According to Vandenabeele et al. (2004:52) public administration research has largely ignored motivation as a topic, contrary to research of private sector management. Economic growth problems in South Africa are not only caused by the high rate of unemployment and rising salaries, but also by lack of motivation in employees (Coetsee, 2003:1). According to Coetsee (2003:2) a significant number of managers and supervisors know how to improve motivation and performance of people and that managers and supervisors continuously focus on performance improvement because performance improvement leads to a rise in productivity (Coetsee, 2003:2).

Perry and Hondeghem (2008:1) pronounce that various developments in public management give motivation of public servants salience and prominence. One development is what Don Kettl (2005) terms the 'global public management revolution' driven by governments' search for continuously higher levels of productivity, service orientation and accountability (Perry & Hondeghem, 2008:1). Perry and Hondeghem (2008:1) cite the argument by Kettl (2005) that one of the strategies of the global public management revolution, marketisation, brings market-style incentives to government as a means for rooting out the pathologies of its bureaucracy. Another development cited by Perry and Hondeghem (2008:1) is public loss of confidence and trust in government (Van de Walle, 2004). Campbell (1978:101) states that the public sector system provided few incentives for managers to manage or for employees to perform. Perry

and Hondeghem (2008:2) point to a final development by Olsen (2006) which is increasing attention to the merits of bureaucracy as a political and normative order.

According to Perry and Hondeghem (2008:2), Olsen (2006) argues that after the wave of public management reforms that have swept the world, scholars should consider revamping the way they think about bureaucracy. Olsen (2006) suggests that the fashion of the recent past has depicted bureaucracy as obsolete (Perry & Hondeghem, 2008:2). Olsen (2006) also believes that the cyclical nature of democratic politics will again shift and bureaucracy will return to favour (Perry & Hondeghem, 2008:2). According to Olsen's (2006) argument is that we begin to separate our attention from the rhetoric surrounding bureaucracy and reconceive of it instead as an institution, not merely an instrument, and take into account the political and normative order of which it is part (Perry & Hondegham, 2008:2).

Wright (2001:560)) argues that the primary objective of work motivation research has not been to learn why employees act as they do, but instead, to learn how to motivate employees to perform the duties and responsibilities assigned by the organisation. Allison (1972:60-61) states that organisations waste hundreds, thousands and even millions of management work hours in reviewing computer data, discussing ways to improve efficiency and quality, and how to reduce costs, liability, error and accidents instead of investing in the best staff motivation. According to Danish and Usman (2010:160) the highly motivated employees' performance leads an organisation to accomplishment of its goals. Oosthuizen (2001:19) affirms that in today's world and market it is essential for an organisation to have positively motivated employees to improve productivity and efficiency. Schermerhorn (1989:19) asserts that productivity is ideally achieved through high performance (effectiveness and efficiency) and with a sense of personal satisfaction by the people doing the work. Wright (2001:560) cites Kanfer (1990), Katzell and Thompson (1990) and Mitchell (1997) who maintain that, while no single dominant theory exists, many recent attempts to develop a unified theory of work motivation have emphasised the importance of goal structures as the immediate regulator of behaviour.

1.2 Problem Statement

Nurses represent one of the biggest professional groups in South Africa's health care services and forms the vertebra of Primary Health Care in the country. South African Nursing Council (2013) recorded 260,698 registered nurses, 24,196 nursing students who commenced for the first time in 2013 and 23,132 nursing students who completed training in 2013. Government therefore has a responsibility to ensure that there is always a motivational climate in the institutions where nurses work to ensure that lives are saved and that there is improvement in the performance of nurses in South Africa. Consequently, if nurses are not kept motivated, they will be demotivated and ultimately consider emigrating from South Africa. Oosthuizen (2007:15) cites Horning (2005:58) who states that although it is not possible to provide accurate statistics about the number of South African nurses working in other countries, the Organisation of Economic Cooperation and Development estimated that in 2005 as many as 35 000 South African nurses were working outside South Africa due to poor working conditions in South Africa.

SAMJ (2005) reflected on the Democratic Alliance's report which purported to show a South African public health care delivery system on the verge of collapse. The Democratic Alliance reported the performance of the worst five hospitals in the country, based on unannounced visits and discussions with hospital staff, information supplied by provincial Democratic Alliance representatives and survey media reports over the past five years. The findings related to motivational issues such as unsustainable staff shortages at the Rob Ferreira Hospital with a 67% vacancy rate for doctors' posts and 50% for nurses; Mthatha General Hospital failed to focus on ensuring regular supply of basic hospital requirements, non-operational facilities and a lack of basic requirements like gauze; extremely dilapidated facilities at the Cecilia Makiwane Hospital, failure to carry out regular basic maintenance and rubbish cleaning, and a complete absence of security; ongoing allegations of poor management in the maternity ward at the Natalspruit Hospital, which was causing major dissatisfaction among staff; as well as severe overcrowding in the maternity ward at the Mahatma Gandhi Hospital. The

maternity section allegedly had only ten delivering beds but saw 11 000 babies delivered a year, an average of 30 a day.

Although the National Department of Health conceded that conditions were not up to the required standards, the department contended that the Democratic Alliance's findings were exaggerated. The Democratic Alliance defended its report citing that in a live 'call in' SABC programme in early October 2005, 87% of the callers said public hospitals in South Africa were a disgrace. Subsequent to these findings, during September 2005, the then Minister of Health visited the Chris Hani Baragwannath Hospital in Soweto and was shocked to see scores of patients sleeping on stretchers without linen and covered only in ragged blankets. After encountering a queue of about 200 outpatients at the hospital's Glynn Thomas pharmacy, the minister confessed that the hospital was in an undesirable state to go to for treatment.

Oosthuizen (2007:23), in his research as to why professional nurses emigrated from South Africa, pointed to poor working conditions in South Africa which were demotivational to the professional nurses. These conditions included poor salaries; unnecessary overtime as a means to boost salaries; unbearable workload; inadequate staffing; risks in the work place and shortages of staff; management insensitivity to staff needs; poor working conditions in hospitals; lack of support from senior staff members; challenges in meeting personal growth needs; lack of recognition; expertise not being valued; safety and security needs not met in South Africa because of the risk of contracting HIV/AIDS; crime and violence and the implementation of affirmative action.

Dispatch's investigation team in 2005 revealed a number of findings that related to various motivational issues at the Frere Hospital Maternity Ward. These motivational findings included but were not limited to shortage of nurses and doctors; use of interns on night duty without qualified doctors and anaesthetists; a cleaner confirmed to have been seen delivering a baby in the labour ward while wearing a doctor's coat, as well as accessing and dispensing medicine; no security to prevent people from wandering through the labour ward and the entire maternity section; deaths due to negligence;

inappropriate appointment of personnel, a situation causing problems for the nurses; employees complaining of work overload; absenteeism and sick leave, leaving one nurse on duty at night in the nursery; lack of equipment like oxygen points, suction catheters, CPAPs and CTG machines, alleged by some nurses to be directly responsible for a number of avoidable deaths; staff shortages thus forcing inexperienced nurses to carry out duties beyond their experience; detrimental shortages of labour beds; a general assistant dressed in a green nurse's gown rinsing blood-soaked linen before dishing up for, and serving food to patients, still wearing the same clothing.

Since the Dispatch investigation and the subsequent investigations by political parties and the National Department of Health, no scientific research or investigation has been done around challenges at the Frere Hospital maternity ward.

The problem statement can thus be summarised as '**staff motivation and job performance in the Frere Hospital maternity ward**'.

1.3 The Research Objectives

The aim of the study is to assess the motivational levels of the Day-Shift staff at Frere Hospital maternity ward and to investigate the impact of the staff motivation levels on job performance at Frere Hospital maternity ward's Day-Shift. The researcher intends to accomplish this objective through application of a motivation framework as well as understanding how the employees in the maternity ward perceive their motivation levels in relation to job performance.

In order to address the primary objective, the following secondary objectives were developed as follows:

- Identify internal and external factors that might lead to employee motivation in Frere Hospital maternity ward;
- Make recommendations for enabling a motivational organisational climate in Frere Hospital Maternity Ward; and
- Improve service delivery in Frere Hospital maternity ward.

1.4 The Research Methodology

1.4.1 The Research Paradigm

This study followed a quantitative approach, also called the positivism paradigm, to investigate the staff motivation levels and the impact of staff motivation levels on job performance in the Frere Hospital maternity ward. The researcher formulated a main objective and secondary objectives to conduct the study. The secondary objectives comprised sub-questions, each to test the perceptions of employees.

The quantitative approach used by the researcher is buttressed by the belief that reality is independent of people and the goal is the discovery of theories, based on empirical research (observation and experiment) and this is confirmed by William (2001) cited by Collis and Hussey (2009:56). The research involves a deductive process with a view to providing explanatory theories to understand social phenomena (Collis et al., 2009:56).

1.4.2 The Research Instrument

Collis and Hussey (2009:191) identify two data collection methods in a quantitative approach, which are self-completion questionnaires and structured interviews. Section Two to Section Nine of the questionnaire consisted of both closed and open-ended questions which were about the characteristics of the unit of study. Each closed question was followed by an open-ended question where the respondent had to explain the response to the closed question. Closed questions from Section Two to Section Nine were designed to suit a five point Likert Scale from agree to strongly disagree as follows:

1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

1.4.3 Sample Design

Sekaran (2000:226) defines a sample as a subset of a population which comprises some members selected from the population. This study has used a non-probability sample called convenience sampling which involves data collection from a sample who are conveniently located to furnish the required information.

The sample was derived out of a population of 103 staff members responsible for the hospital maternity ward Day-Shift and the researcher managed to come up with a sample of 50 employees. On the day of the sample selection the researcher met with the hospital management to identify the sample. Hospital management met with their teams and explained the purpose of the study as it had been explained to them by the researcher. Staff were told that the study was voluntary and that anonymity of participants was guaranteed. Management managed to get 50 participants to participate in the study and reasons for not getting the entire population were due to the busy schedule of the hospital and the rest of the population indicated no interest in participation in the study. The sample involved management, nurses, clerical and other support staff in the maternity ward Day-Shift. The questionnaires were hand delivered to the sample at the hospital. The questionnaire was explained to the respondents in a meeting situation and on a one-to-one basis. Out of the 50 questionnaires sent, 43 were returned. The remaining seven indicated that they did not have time to complete the questionnaires due to time constraints. It must also be mentioned that it was not possible for the researcher to survey the maternity ward Night-Shift of the hospital due to the reluctance from management, as some managers viewed the study as disruptive to their operations which are very sensitive in nature.

1.5 Definition of Key Terms

The following key terms will be used regularly in this study and should be comprehended in the context in which the researcher has used them:

Motivation is those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed.

Public service motivation is defined public service motivation as a general, selfless motivation to serve the interests of a community of people, a state, a nation or humankind.

Performance can be defined as realising goals, agreed upon or set by the individual for him/herself and meeting his/her own expectations or those of other people, such as managers or colleagues, to whom a service is rendered.

Reward is what is given to employees for best performance and rewards can be financial, material or social rewards from the environment (extrinsic rewards) or rewards can be self-granted and psychic rewards (intrinsic rewards).

Self-actualisation is the fullest development of the self.

A **goal** is what an individual is trying to accomplish; it is the object or aim of an action.

Management by Objectives (MBO) is a system that incorporates participation in decision making, goal setting and objective feedback.

1.6 Background on the institution where the sample was drawn

This study was limited to the Eastern Cape Department of Health. Within the Eastern Cape Department of Health, the study focused on Frere Hospital maternity ward Day-Shift which is entrusted with maternity related services.

1.7 Outline of Chapters

This research study consists of five chapters:

Chapter One introduces the research topic and the importance of conducting the study. The chapter includes an introduction, problem statement, research objectives, definition of key concepts, background to the institution where respondents were drawn from, research methodology and the outline of chapters.

Chapter Two provides theoretical foundations for this study whereby a wide spectrum of empirical literature is also covered. This will include books, major articles and the internet sources. This literature will help to illuminate what has already been covered in this area of study.

Chapter Three discusses the methodology followed in the research which will include research paradigms, sample and its demographic composition, data collection measuring instruments, test for reliability and a table representing results.

Chapter Four includes empirical results of the research study conducted.

Chapter Five provides a summary of the main findings, researcher recommendations and a conclusion.

1.8 Conclusion

This chapter has introduced the topic under study. The formats and methods that the researcher has applied, have also been outlined. These include the introduction, statement of the research problem, main objective of the study, secondary objectives, definitions of terms and the outline of the proposed chapters.

The next chapter entails a literature review on staff motivation and job performance.

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This chapter discusses the motivation and performance of staff and the general organisation. The chapter further discusses five theories of motivation, which are some of the theories that have shaped worker motivation in both the public and private sectors. The chapter discusses two needs theories which are Maslow's hierarchy of needs theory and Herzberg's two factor theory as well as three process theories of motivation which are Vroom's expectancy theory, Locke's equity theory and Festinger's goal setting theory.

2.2 Motivation and Job Performance

To contextualise this study it is important for one to understand the meanings of motivation and performance.

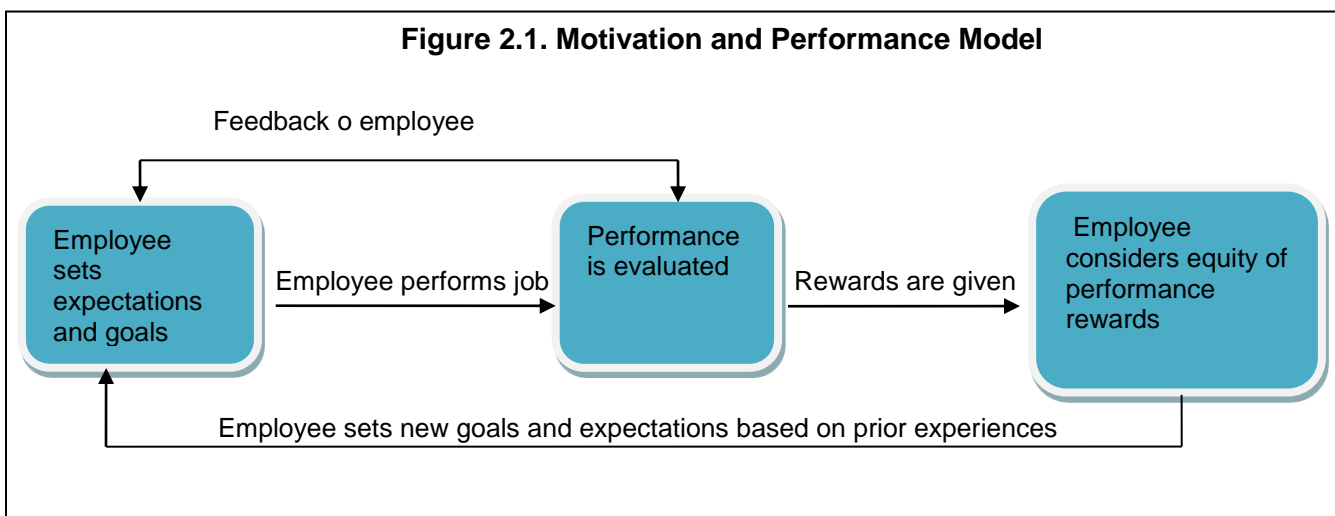
Motivation can thus be defined as those psychological processes that cause the arousal, direction and persistence of voluntary actions that are goal directed (Kinicki & Kreitner, 2008:147).

Performance is associated with quantity of output , quality of output, timeliness of output, presence/attendance on the job, efficiency of the work completed and effectiveness of work completed (Mathis & Jackson, 209:324).

According to Stroh (2001:59) management often fails to present employees with the necessary challenges and opportunities for achievement or to provide the type of leadership that will motivate them and direct their behaviour towards increased performance. Stroh (2001:62) cites Mol (1985:43) who places emphasis on three levels of work performance on which workers can operate; namely the minimum level, middle

or expected level and the maximum level. Workers who operate at the minimum level tend to do less than what is expected of them, attempt to evade work and are not reliable. On the middle level workers are only doing what is expected of them. Although they are reliable they are not doing anything extra, except doing what they are told to do. However, workers who operate on the maximum level do more than what is expected of them. These workers work extra hours, take initiative and are more productive than what their supervisors expect of them.

Managers should not be satisfied with employees who operate on the minimum and/or middle levels; instead managers should inspire these workers to aim at the maximum level (Troh, 2001:62). According to Jahangir, Akbar and Hag (2004:75) the vast majority of Organisational Citizenship Behaviour (OCB) research has focussed on the effects of OCB on individual and organisational performance. There is consensus on this particular field that the OCB addresses silent behaviours for organisational enterprises (Barbuto, Brown, Wilhite & Wheeler, 2001). Successful organisations have employees who go beyond their formal job responsibilities and freely give of their time and energy to succeed on the assignment (Jahangir et al., 2004:75).



Source: Grobler, Warnich, Carrel, Elbert & Hatfield. 2006.

According to Locke (1996:118) subjects are given a task to perform (e.g. brainstorming, simple addition, a management simulation; in field settings, natural work tasks are used) and are assigned various performance goals to attain within a specified time limit [e.g., “do your best”; “attain a score of 25(20, 15)”. Further to the set goals subjects are given feedback showing progress in relation to the goals, where relevant. Subjects may also be given questionnaires to asking them to describe their personal goals. Subjects may also participate in setting goals and strategies for reaching those goals.

Equity Theory tells us that motivation is influenced by employee perceptions about fairness of reward allocations (Kinicki & Kreitner, 2008:194). Motivation is decreased when employees believe rewards are inequitably allocated.

Festre and Garrouste (2008:9) assert that public administration conception of the relationships between motivation incentives and performance in the public sector is usually based on the idea that individuals who work in the public sector have some specific characteristics. Festre and Garrouste (2008:9) declare that the characteristics of bureaucratic postures suppose the following assumptions to be made:

1. Some individuals are predisposed to a particular set of motives;
2. Variations in the strength of different motives for work are related to work-role choices and sector of employment, as well as personal characteristics;
3. Contextual factors affect the salience of different motives for work and postures bureaucrats take;
4. Individuals are complex, with mixed and competing motives, and they may display multiple and competing motives for work-related behaviour;
5. The posture that a bureaucrat takes within a given organisation can be categorized into different modal behaviours. However, these modal categories do not fully account for the behaviour of individuals; and no single modal behaviour accounts for the posture that all bureaucrats take.”

Petrovsky (2009:1) evaluated seventeen published studies where a measure of public service motivation is an explanatory variable and a measure of performance is the dependent variable. Petrovsky (2009:1) conducted a research synthesis evaluating whether there is empirical evidence for the proposition that public service motivation underpins effective service delivery in the public sector.

It has been customary to study job attitudes concerned with satisfaction and need importance because of their assumed relationship to the employee's desire, willingness or motivation to come to work and to perform his job (Porter & Lawler, 1968:7). Petrovsky (2009:5) concurs with the views of Smith et al. (1983) and Organ (1988) that public service performance is a multi-facet concept which can be understood in an expansive or a more narrow way. The expansive understanding includes factors internal to an organisation such as job satisfaction, organisational citizenship behaviour, which is, voluntarily helping others in the workplace, and organisational commitment, which is, the strength of a person's attachment to an involvement in an organization. According to Petrovsky (2009:5) all of these factors have in turn been shown to be conducive to performance understood more narrowly, namely outputs and outcomes, in particular efficiency, effectiveness and equity.

In his study, Petrovsky (2009:10) concludes that there is evidence across contexts that public service motivation enhances work unit and organisational performance, or at least the perceptions thereof. Petrovsky (2009:5) also concludes that existing theoretical arguments linking public service motivation and performance support the notion that motivated employees will perform better. Coetsee (2003:2) also agrees that motivation leads to increased performance. Motivated employees help organisations survive and succeed in the competitive environment (Suliman & Al-Sabri, 2009:86).

Amos, Ristow and Ristow (2004:63) declare that the effective management of individual performance is critical to the execution of strategy and the organisation achieving its objectives.

2.3 The Need and Process Theories of Motivation

Understanding and having knowledge about motivation theories can help to create a motivational atmosphere, and application of these theories can result in achieving higher productivity (Halepota, 2005:14). Kinicki and Kreitner (2008:149) state that need theories attempt to pinpoint factors that energise behaviour and that they are physiological or psychological deficiencies that arouse behaviour. The human needs can be strong or weak and are influenced by environmental factors. According to Kinicki and Kreitner (2008:149) these needs vary over time and place. In contrast, process theories attempt to explain how environmental factors are moderated by personality factors and psychological states to energise and sustain behaviour and how they stop behaviour (Barnabe & Burns, 1994:171).

2.3.1 The Need Theories of Motivation

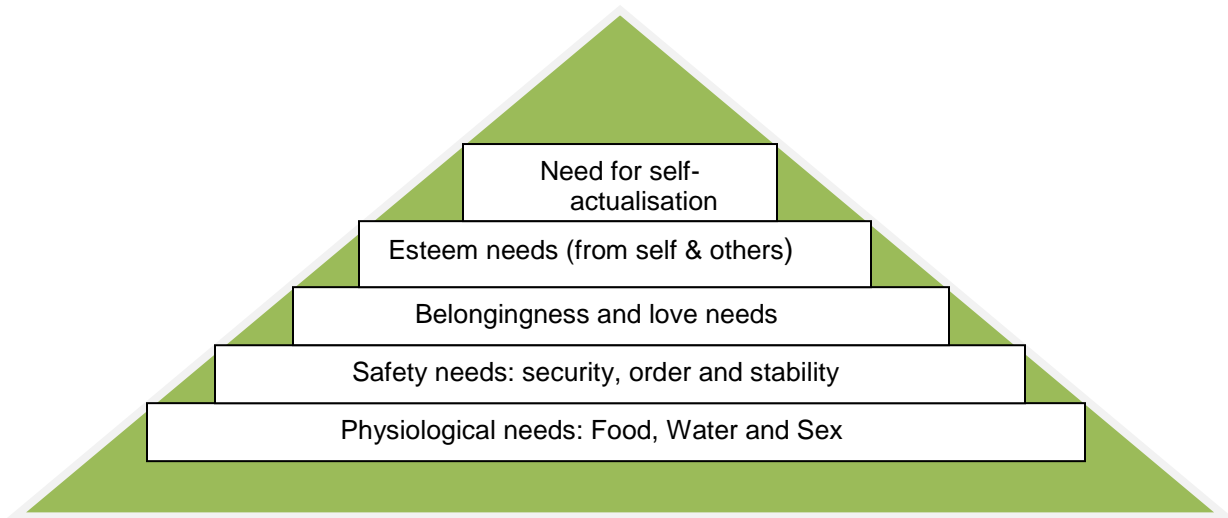
2.3.1.1 Maslow's Hierarchy of Needs Theory

Maslow (1954:35-47) distinguishes a number of human needs that activate and direct human behaviour ranging from lower order to higher order needs. These needs are physiological needs, security and safety needs, belonging needs, status and self-esteem needs as well as self-actualisation needs. Seeley (1992:4) states that Maslow's Hierarchy of Needs Theory was first proposed by Maslow in 1943. Maslow's theory helps to us to understand human behaviour and to select motivational strategies appropriate to individuals whom we are motivating (Halepota, 2005:15). The theory was formalised in several later works and has led to a large body of theoretical and empirical research (Seeley, 1992:4). Maslow's theory refers to these needs as needs that are instinctive and which humans come equipped with at birth (Schultz & Schultz, 1994:279). Maslow argues that the behaviours people use to satisfy the needs are learned and therefore are subject to variation from one person to another (Schultz & Schultz, 1994:279).

The needs are arranged in a hierarchical order as depicted in figure 2.2; those at the bottom must be at least partially satisfied before those at the upper rungs become influential. Schultz and Schultz (1994:279) make an example that hungry people will feel no urge to satisfy the need for esteem. They are obsessed with finding food, not with what others may think of them. It is only when people have adequate food, and when the rest of their lower-order needs are satisfied, that they are motivated by their higher-order needs.

Maslow's theory states that different cultures, even different individuals within the same culture, may exhibit outwardly different behaviours in response to the desire to satisfy the same basic needs (Seeley, 1992:4). People are not driven by all the same needs at the same time; in general, only one need will be dominant and which one it will be, depends on which of the others have been satisfied (Schultz & Schultz, 1994:279). Maslow argued that the first three needs on the list represent deficiency needs that people must master before they can develop into a healthy personality, whilst the last two represent growth needs that relate to the individual achievement and the development of human potential (Steers, Mowday & Shapiro, 2004:381).

Figure 2.2. Maslow's Hierarchy of Needs



Source: Schultz & Schultz. 1994.

a) Physiological Needs

Maslow (1943) states that physiological needs are the requirements for human survival (Raus, Haita & Lazar, 2012:241; Seeley, 1992:4). Physiological needs include breathing, food, water, shelter, clothing, sleep and comfort. Schultz and Schultz (1994:281) cite examples about the struggle for air while under water or gone for too long without food, and the fact that one will realise how insignificant the needs for love or esteem or anything else are when a physiological deficiency is not satisfied. According to Schultz & Schultz (1994:281) physiological needs are more important as motivating forces in cultures where basic survival remains an everyday concern. Physiological needs can be acquired if money and employment are there.

b) Safety Needs

Seeley (1992:4) points out that safety needs are those needs that encompass the desire to be free from danger and the anxiety that arises from the feelings of insecurity. Safety needs can be seen as a way to meet tomorrow's physiological needs (Raus et al., 2012:241). Maslow (1970b) maintains that the needs for safety and security are most important in infants and in neurotic adults; emotionally healthy adults typically have satisfied the safety needs (Schultz & Schultz, 1994:281). According to Maslow (1970b) neurotics compulsively avoid new, unexpected or divergent experiences; they prefer to arrange their world to make it predictable, budgeting their time and organising their possessions (Schultz & Schultz, 1994:281).

Rousseau (1997:7) concurs with Brudney and Condrey (1993) that the idea of pay-for-performance has been adopted by many public agencies as a new means of enhancing motivation and improving organisational performance in the public sector under the performance management and recognition system (PMRS). The basic assumption is that making a direct association between performance and financial reward will enhance the level of organisational commitment of public employees and eventually promote organisational effectiveness and job satisfaction (Moon, 2000:177). Martin and Carrigan (2011:56) also note that rewards play a vital role in the promotion of a successful work

ethic. Martin and Carrigan (2011:56) further state that it is most necessary to make the determination of which of these rewards will motivate each individual the greatest as not everyone will see eye to eye on what a reward actually is. In contrast, Moynihan and Pandey (2007:41) in their study of the role of organisations in fostering public service motivation found that, in contrast to private managers, public managers regarded public service and work that is helpful to others as important, whereas higher pay, status and prestige were less important. Maslow's theory points out that people need to be assured that their survival is not in jeopardy (Steyn, 2002:90).

c) Love and Belonging

According to Maslow, love and belonging needs include social interactions, friendship, love, intimacy, family, community, belonging and relationships (Raus et al., 2012:241). Maslow's theory suggests that, as individuals develop, they work their way up a hierarchy based on the fulfilment of a series of prioritised needs (Steers et al., 2004:381). Maslow argued that the first three needs on the list represent deficiency needs that people must master before they can develop into a healthy personality, while the last two represent growth needs that relate to individual achievement and development of human potential (Steers et al., 2004:381). According to Maslow's theory once the person's physiological and safety needs have been reasonably addressed, the third layer of human needs to be attended are social and involve feelings of belongingness and love (Schultz & Schultz, 1994:282).

d) Esteem

The esteem needs include positive feedback and opportunities for advancement (Halepota, 2005:15). The reward and recognition programmes serve as the most contingent factor in keeping employees' self esteem high and passionate (Danish & Usman, 2010:159). If people feel loved and have a sense of belonging, then they develop the need for esteem (Schultz & Schultz, 1994:283). According to Maslow's theory people require esteem and respect from themselves, in the form of feelings of self-worth and from others, in the form of status, recognition, or social success.

Maslow's theory identifies two esteem needs which are the need for self-esteem and the need for esteem granted to us by other people (Schultz & Schultz, 1994:283). Employees, especially those with esteem needs want to be appreciated and rewarded, not necessarily with money, but openly acknowledging their achievements and contribution to the attainment of organisational goals and objectives (Samuel & Chipunza, 2009:414). Satisfaction of the need for self-esteem allows one to feel confident or one's strength, worth and adequacy.

e) Self-Actualisation

According to Maslow's theory the final stage of development, self-actualisation, is the realisation and fulfilment of our potentialities and capabilities (Schultz & Schultz, 1994:283). Raus et al. (2012:245) state that self actualisation reflects the tendency or desire of somebody to become everything that one is capable of becoming (a better person). Self actualisation needs include creating challenging tasks that are stimulating (Halepota, 2005:15). Even though the other needs may be satisfied, the person who is not self-actualising; that is, not using his or her talents and abilities at their fullest, will be restless, discontented and frustrated. According to Maslow's theory every person, regardless of a person's occupation and interests, can fulfil each person's potential and reach this peak of personality development (Schultz & Schultz, 1994:284). Maslow points out several conditions which are necessary for self-actualisation. First, people must be free of constraints imposed by society and by themselves. Second, people must not be distracted by the lower needs, that is, by concerns for food or safety. Third, people must be secure in their self-image and with others, and love and be loved in return. Fourth, people must have a realistic knowledge of their strengths and weaknesses, virtues and vices.

In conclusion, Maslow's theory helps organisations understand human behaviour and to select strategies appropriate to individuals whom they are motivating (Halepota, 2005:15). Martin and Carrigan (2011:57) pronounce that human needs must be satisfied before a person can act unselfishly. As stated in Martin and Carrigan (2011:57), Seeley

(1992) is of the view that as long as people are motivated to satisfy these cravings, people are moving towards growth, toward self-actualization. Overall, Maslow's ideas are helpful for understanding the needs people bring with them to their work and determining what can be done to satisfy them (Schermerhorn, 1989: 360).

Although research does not clearly support this theory of motivation, there is one key managerial implication on Maslow's theory worth noting, that a satisfied need may lose its motivational potential. Therefore, managers are advised to motivate employees by devising programmes or practices aimed at satisfying emerging or unmet needs (Kinicki & Kreitner, 2008:149).

2.3.1.2 Herzberg's Two Factor Theory

Herzberg theory draws on both models of Maslow and Alderfer (Oosthuizen, 2001:20). While Maslow and McClelland and their colleagues focused on the role of individual differences in motivation, Herzberg sought to understand how work activities and the nature of one's job influence motivation and performance (Steers et al., 2004:381). Herzberg saw the context surrounding a job (which he referred to as hygiene factors) as being far more temporal in terms of leading to satisfaction and future motivation (Steers et al., 2004:381). Herzberg found separate and distinct clusters of factors associated with job satisfaction and dissatisfaction (Kinicki & Kreitner, 2008:152). Job satisfaction was more frequently associated with achievement, recognition, characteristics of the work, responsibility and advancement. These factors were all related to outcomes associated with the content of the task being performed. Herzberg labelled these factors as motivators because each was associated with strong effort and good performance (Kinicki & Kreitner, 2008:152). Herzberg's theory predicts managers can motivate individuals by incorporating "motivators" into an individual's job.

According to Herzberg's theory job dissatisfaction is associated with factors in the work context or environment and these include company policy and administration, technical supervision, salary, interpersonal relations with one's supervisor and working conditions

(Kinicki & Kreitner, 2008:153). Herzberg called these factors hygiene factors and that they were not motivational. At best, according to Herzberg's interpretation, an individual will experience no job dissatisfaction when he or she has no grievance about hygiene factors (Kinicki & Kreitner, 2008:153).

As Kinicki and Kreitner (2008:153) put it, the key to fully understanding Herzberg's motivator-hygiene theory is recognising that Herzberg believes that "the opposite of job satisfaction is not job dissatisfaction, but rather no job satisfaction; and similarly, the opposite of job dissatisfaction is not job satisfaction, but no dissatisfaction." Herzberg therefore asserts that the dissatisfaction to satisfaction continuum contains a zero midpoint at which dissatisfaction and satisfaction are absent. Conceivably, an organisation member who has good supervision, pay and working conditions but a tedious and unchallenging task with little chance of advancement would be at the zero midpoint. Herzberg suggests that, a person would have no dissatisfaction because of good hygiene factors, and no satisfaction, because of a lack in motivators (Kinicki & Kreitner, 2008:153).

The need theories do not dispute the existence of the needs, but argue that behaviour is not solely a function of needs (Oosthuizen: 2001:21).

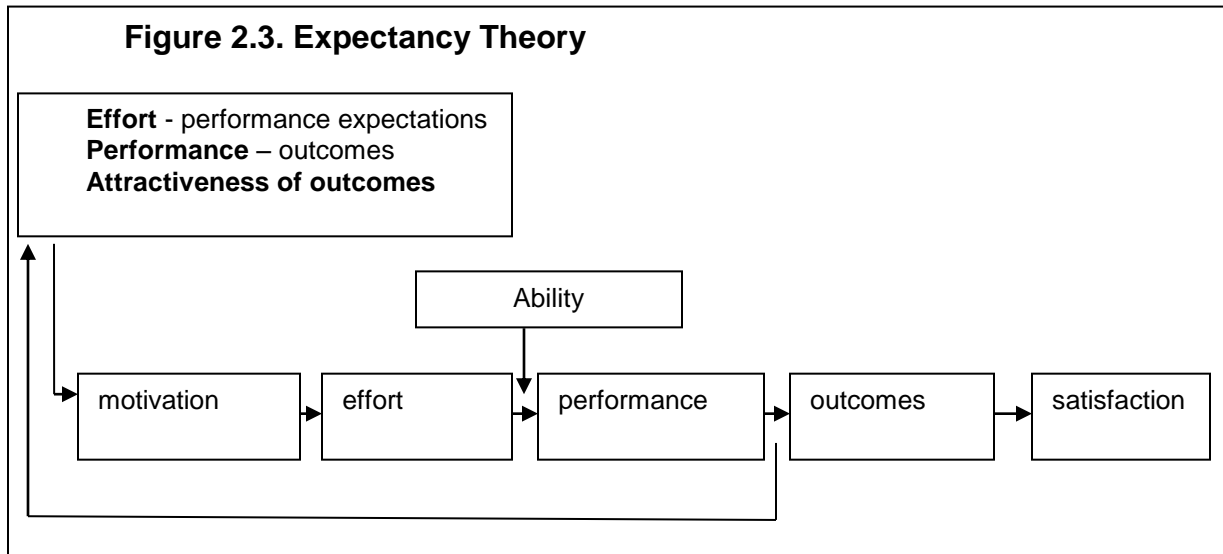
2.3.2 Process Theories of Motivation

According to Oosthuizen (2001:22) each of the process theories has a specific orientation.

2.3.2.1 Expectancy Theory

Victor Vroom introduced an expectancy theory of work motivation that has made an important contribution to management literature (Schermerhorn, 1989:364). Oosthuizen (2001:22) concurs with Schermerhorn (1989:364) that the expectancy theory argues that work motivation is determined by individual beliefs regarding effort-performance relationships and the desirabilities of outcomes associated with various performance

levels. Kinicki and Kreitner (2008:181) state that motivation according to Vroom boils down to the decision of how much effort to exert in a specific task situation. This choice is based on a two-stage sequence of expectations (effort – performance and performance – outcome).



Source: Cascio. 1995.

As depicted in Figure 2.4 there are three major concepts underlying the theory, which are those of valence, instrumentality and expectancy (Schermerhorn, 1989:364; Steyn, 2002:96).

1. *The expectancy that effort will result in performance.* Staff will be motivated to work only to the extent that they expect high levels of effort to be reflected in high levels of performance.
2. *The expectancy that performance will result in reward.* Staff will be motivated by the belief that their performance will lead to outcomes (rewards) for them. Failure to believe that performance will be rewarded will negatively affect motivation.

3. *The valence of outcome (reward)*. Valence refers to the personal value staff place on the outcomes that they believe they will receive for their performance. Outcomes (positive or negative) may result either from the environment (superiors, colleagues or the reward system of the organisation) or from performance of a task itself (for example, feelings of accomplishments, personal worth or achievement). High valence of outcomes leads to high motivation.

Schermerhorn (1989:365) concludes that expectancy theory predicts the subordinate's motivation to work hard in the prospect of earning a promotion will be low if:

1. *Expectancy is low*. A person feels that she cannot achieve the necessary performance level.
2. *Instrumentality is low*. The person is not confident a high level of task performance will result in being promoted.
3. *Valence is low*. The person places little value on receiving a promotion; the promotion is not perceived as a valued reward.

George and Jones (1996:175) suggest that theorists agree that the three factors of motivation in the expectancy theory collectively determine the overall level of motivation. If one of these factors is zero, motivation will be zero.

Schermerhorn (1989: 366) points out the following managerial implications for the expectancy theory:

1. Expectancy theory helps managers to better understand and respond to individual points of view in the work situation. This includes trying to maximise expectancies, instrumentalities and valences that support the organisational objectives.

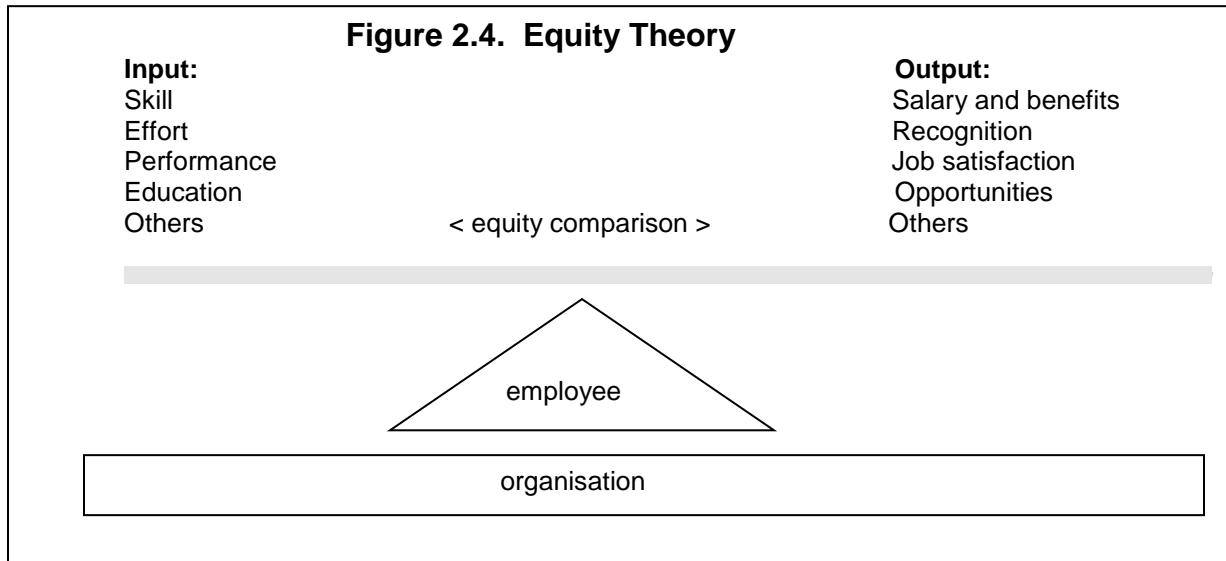
2. A manager should strive to create a work environment within which task contributions serving the organisation's needs are also viewed by subordinates as paths toward highly desirable rewards.
3. A manager can influence expectancies by selecting individuals with proper abilities, training them to use these abilities, supporting them with appropriate resources and clarifying performance goals.
4. Finally, managers can influence valence by being sensitive to individual needs and this is where the content or need theories of motivation are of great benefit to understand individual needs and adjust rewards to them.

Festre and Garroutse (2008:21) conclude that Performance Related Pay (PRP) systems do increase performance. Martin and Carrigan (2011:56) declare that rewards play a vital role in the promotion of successful work ethics. Martin and Carrigan (2011:56) further state that it is most necessary to make the determination of which of these rewards will motivate each individual the greatest as not everyone will see eye to eye on what a reward actually is.

2.3.2.2 Equity Theory

Oosthuizen (2001:22) asserts that Adam's equity theory primarily addresses the relationship between attitudes and toward inputs and outcomes and towards reward practices. It suggests that people subjectively determine the ratio of reward to effort (outcomes to inputs) and compare it to what they perceive others to receive for similar effort. Equity theory is based on cognitive dissonance (psychological discomfort) theory, developed by social psychologist Leon Festinger in the 1950s (Kinicki & Kreitner, 2008:175). According to Festinger's theory, people are motivated to maintain consistency between their cognitive beliefs and their behaviour. Perceived inconsistencies create psychological discomfort, which, in turn, motivates corrective action. Psychologist J. Stacy Adams pioneered application of the equity principle to the

workplace by 1963 (Kinicki & Kreitner, 2008:175). Equity theory sought to explain how employees respond both cognitively and behaviourally to perceived unfairness in the workplace (Steers et al., 2004:382).



Source: Drafke & Kossen. 1998.

Adam argues that both conditions of underpayment and overpayment can influence consequent behaviour (Steers et al., 2004:382). As illustrated in Figure 2.4 the equity theory examines the tendency for staff members to compare the fairness of what the work requires them to do (inputs) with what they receive in exchange with their effort (outputs) (Drafke & Kossen, 1998:288). According to Schermerhorn (1989:363), when people feel they have been inequitably treated in comparison to others, they will try to eliminate the discomfort and achieve a sense of equity. Inequities occur whenever people feel the rewards they receive for work inputs are unequal to the rewards other persons appear to have received for theirs.

Schermerhorn (1989:363) states that the equity theory predicts people will respond in one or more of the following ways:

1. Change their work inputs.
2. Try to change rewards received.
3. Use different comparison points.
4. Rationalise the inequity.
5. Leave the situation.

According to Kinicki and Kreitner (2008:179), no matter how fair management thinks the organisation's policies, procedures and reward system are, it is each employee's perception of equity of those factors what counts.

2.3.2.3 Goal Setting Theory

Durant, Kramer, Perry, Mesch and Paarlberg (2006:509) are of the view that goal setting theory, as formalised by Edwin Locke and and Gary Latham, is most likely the most researched, dominant and validated theory of employee motivation. Because goals refer to future valued outcomes, the setting of goals is first and foremost a discrepancy-creating process (Locke & Latham, 2006:265). It implies discontent with one's present condition and the desire to attain an object or outcome. Lunenburg (2011:1) argues that goal setting is the underlying explanation for all major theories of work motivation, whether that be Vroom's (1994)VIE theory, Maslow's (1970) or Herzberg's (2009) motivation theories, Bandura's (1986) social cognitive theory or operant-based behaviourism (Skinner, 1979). Lunenburg (2011:1) supports the view by DuBrin (2012) that managers widely accept goal setting as a means to improve and sustain performance.

Locke and Latham (2002:7) consider a goal as something one consciously wants to achieve, yet the thing one wants to achieve is usually something outside one. The term personal goal distinguishes between assigned and actual (operative) goals (Locke & Latham, 2002:7). The theory's basic premise is that well-set task goals provide important sources of motivation (Schermerhorn, 1989:367). They give direction to people in their work, assist in energising work efforts and encourage persistent efforts

over time. In addition, Locke believes that goals can clarify performance expectations, provide a basis for task feedback and more generally enhance individual work performance and job satisfaction.

Kinicki and Kreitner (2008:187) point out to the following managerial insights from goal setting research:

1. *Goal difficulty.* Difficult goals lead to higher performance. Performance goes up when employees are given hard goals as opposed to easy or moderate goals. Performance plateaus and drops as the difficulty of a goal goes from challenging to impossible. Schermerhorn (1989:389) also confirms that Locke and his colleagues believed that more difficult goals, as long as they are viewed as realistic and attainable, lead to higher performance than easy goals.
2. *Goal specificity.* Specific, difficult goals lead to higher performance for simple rather than complex tasks. Schermerhorn (1989:367) also confirms that Locke and his associates believed that specific goals, such as “increase sales by six percent over the next three months,” lead to higher performance than more generally stated ones, such as, “do your best.” In contrast, several recent studies demonstrated that setting specific, difficult goals leads to poorer performance under certain circumstances. For example a meta-analysis of 125 studies indicated that goal setting effects were strongest for easy tasks and weakest for complex tasks. There are two explanations for this finding. First, employees are not likely to put forth increased effort to achieve complex goals unless they “buy-in” or support them. Thus it is important for managers to obtain buy-in to the goal-setting process. Second, novel and complex tasks can make employees anxious about succeeding, which in turn cause them to develop strategies in an unsystematic way and to learn what strategies or actions are effective. This can further create pressure

and performance anxiety. According to Locke and his colleagues, the answer is to set specific challenging learning goals aimed at identifying the best way to accomplish the task or goal. On a positive note, however, a study demonstrated that goal setting led to gradual improvements in performance on complex tasks when people were encouraged to explicitly solve the problems at hand.

3. *Feedback enhances the effect of specific, difficult goals.* Feedback plays a key role in all of our lives. Feedback lets people know if they are headed toward their goals or if they are off course and need to redirect their efforts. Goals plus feedback is the recommended approach. Goals inform people about performance standards and expectations so that people can channel their efforts accordingly. In turn, feedback provides the information needed to adjust direction, effort and strategies for goal accomplishment.

4. *Participative goals, assigned goals and self-set goals are equally effective.* Both managers and researchers are interested in identifying the best way to set goals. Coetsee (2003:110) is of the view that the best way to develop goals is to do so in consultation with the relevant individuals. Coetsee (2003:110) further states that negotiation with the team members regarding end-results (goals) and their participation in setting objectives to realise the goals is very important because it makes expectations clear, assists people to understand the goals and expectations and enhances the acceptance (ownership, commitment) of goals. On the question of whether the goals should be participatively set, assigned, or set by the employee himself or herself, a summary of goal-setting research indicated that no single approach was consistently more effective than others in increasing performance. Managers are advised to use a contingency approach by picking a method that seems best suited for the individual and situation at hand; however, employee participation should be considered even though some employees

do not desire to participate in the process of setting goals. Lastly, a participative approach stimulates information exchange, which in turn results in the development of more effective task strategies and higher self-efficacy.

5. *Goal commitment and monetary incentives affect goal-setting outcomes.* Goal commitment is the extent to which an individual is personally committed to achieving a goal. In general, an individual is expected to persist in attempts to accomplish a goal when he or she is committed to it. Locke and his colleagues believe that people work harder toward goals which they accept as their own and truly believe in; they tend to resist goals that seem inappropriately forced on them (Schermerhorn, 1989:367).

According to Kinicki and Kreitner (2008:187) researchers believe that goal commitment moderates the relationship between the difficulty of a goal and performance. That is, difficult goals lead to higher performance only when employees are committed to their goals. Conversely, difficult goals are hypothesised to lead to lower performance when people are not committed to their goals. Managers thus are encouraged to consider employees' self-efficacy when setting goals.

The use of monetary incentives to motivate employees is seldom questioned and unfortunately, research uncovered some negative consequences when goal achievement is linked to individual incentives (Kinicki & Kreitner, 2008:189). According to Kinicki and Kreitner (2008:189) case studies, for example, reveal that pay should not be linked to goal achievement unless performance goals are under the employee's control; goals are quantitative and measurable, and frequent, relatively large payments are made for performance achievement. Goal-based incentive systems are more likely to produce undesirable effects if these three conditions are not met. Moreover, Kinicki and Kreitner (2008:190) maintain that empirical studies demonstrated

that goal-based bonus incentives produced higher commitment to easy goals and lower commitment to difficult goals. People were reluctant to commit to difficult goals that were tied to monetary incentives.

More recently, goal setting has been promoted through a widely used management technique called management by objectives (MBO) (Kinicki & Kreitner, 2008:186). MBO is a management system that incorporates participation in decision making, goal setting and objective feedback. A meta-analysis of MBO programmes showed productivity gains in 68 of 70 different organisations. In particular, results revealed an average gain in productivity of fifty six per cent when top management commitment was high. The average gain was only six per cent when commitment was low. The second meta-analysis of 18 studies which demonstrated that employees' job satisfaction was notably related to top management's commitment to an MBO implementation. These incredible results underscore the positive benefits of implementing MBO and setting goals. Kinicki and Kreitner (2008:185) affirm that regardless of the nature of their specific achievements, successful people tend to have one thing in common; their lives are goal oriented.

According to Coetsee (2003:110) goal setting is an effective process of motivating employees and clarifying their role perceptions by establishing performance objectives. The goal setting process (deciding on goals and developing objectives and action plans to realise the goals) can therefore be regarded as important foundations for the creation of a motivating environment, because goals release energy and stimulate activity, endurance, perseverance and eventually performance.

2.4 Conclusion

This chapter sought to identify some factors which impact on the motivation and performance of employees by focusing on previous research findings on motivation and job performance. The chapter further explored five of the motivational theories which

have shaped the phenomenon of worker motivation. There is evidence that performance generally increases when staff are motivated and decreases when staff are demotivated. Managers thus have to continue to be on the lookout of the signs of lack of motivation within their staff and continue to find new ways of ensuring that staff are always kept motivated. Of the five motivation theories studied, two covered needs or content theories of motivation and three covered process theories of motivation. The need theories covered are Maslow's hierarchy of needs theory and Herzberg's hygiene model. The process theories studied are Vroom's expectancy theory, Adam's equity theory and Locke's goal-setting theory.

An understanding of human needs is very important especially for the managers who are tasked with the role of establishing an environment that keeps their staff motivated in order to enhance higher levels of performance. Motivation of staff is very complex and need not be looked at only from a human needs point of view but also from a process point of view. It is equally important to consider the environmental factors which are moderated by personality factors and psychological states to energise and sustain behaviour. Both needs and process theories have been explicitly discussed in this chapter.

Wright (2003:19) suggests that for employees to be motivated to perform their work, they must find their job to be important and have confidence that they can successfully perform it. The more important the organisation's function and the more public service motivation an employee exhibits, the more important the employees find their work to be. The more the employees find their work more important, the more they are motivated.

CHAPTER THREE: RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This study sought to investigate the motivation levels of staff and the staff motivation levels' impact on job performance at the Frere Hospital maternity ward's Day-Shift. This chapter discusses the methodology used to conduct this research study. First, this chapter starts by presenting the research philosophy followed in conducting this study. Second, the research approach is explained. Last, the chapter describes the primary data collection method.

3.2 The Research Philosophy

According to Collis and Hussey (2009:61) the particular paradigm the researcher espouses for his or her research will to some degree be determined by his or her assumptions, but will be influenced by the dominant paradigm in his or her research area and the nature of the research problem the researcher is investigating. Collis and Hussey (2009:56-57) point out two research philosophies, which are positivism and phenomenological or interpretivism.

3.2.1 Positivistic Paradigm

Leedy and Ormrod (2001: 101) declare that this philosophy is used to objectively collect, collate and analyse data from measurable, quantifiable variables using statistical analysis to test a specific hypothesis.

This research has followed a quantitative approach. A research instrument was developed to capture views and ideas of individuals. Closed questions, followed by open-ended questions were used to capture perceptions and thoughts of the respondents.

3.3 The Research Approach

The researcher used an inductive approach where a conceptual structure was developed and tested through the use of empirical observations. In this approach specific instances are deduced from general inferences (Collis & Hussey, 2009:8). In this instance five motivational theories were tested during the Frere Hospital Maternity Ward Day-Shift.

3.3.1 Data collection methods

Birley and Moreland (1998:40) proclaim that there is a wide range of data collecting methods available to researchers in the social sciences, and deciding which to use depends on the particular methodology that has been selected (objectivist or constructivist, quantitative or qualitative or mixture of both); what is feasible in a given research situation; and what is likely to yield the most appropriate information.

According to Collis and Hussey (2009:191), in a quantitative approach there are two main data collection methods which are self-completion questionnaires and structured interviews. The researcher used a questionnaire as a method for data collection. The questionnaires were distributed to fifty (50) institutional employees belonging to the Maternity Ward's Day-Shift. These questionnaires were distributed to managers, supervisors, clinical staff, clerks and other supporting staff for completion. The researcher explained the questionnaire face-to-face and telephonically.

3.4 Primary Data Collection using the Questionnaire

This study used a survey questionnaire to collect data. A survey questionnaire was helpful to the researcher considering the following advantages which are also echoed by Leedy and Ormrod (2001:189):

- questionnaires were distributed to a number of people at once compared to the costs associated with the researcher having to hold interviews per individual respondent;
- travel costs for individual interview purposes were curtailed as the questionnaires were delivered and explained once to the sample and telephonically to a few respondents;
- out of 50 questionnaires distributed 43 is viewed as a huge return rate (86 %) and may be attributed to the fact that participants were given assurance that their responses would be anonymous.

3.4.1 Type and Choice of Questionnaire

The researcher used self-administered questionnaires as rather than interviewer questionnaires, which are completed by the researcher using a telephone or structured interview methods (Saunders, Lewis & Thornhill, 2000:280). The questionnaires were hand delivered to the hospital and the questionnaire was explained in a meeting situation and with later telephonic explanations.

3.4.2 Design of the Questionnaire

Saunders et al. (2000:290) cite Bourque and Clarke (1994) who suggest that a researcher may use questions from other existing questionnaires or one may develop one's questions.

In this study the researcher developed new questions and did not use questions developed by other authors as depicted in Appendix 3.1.

3.4.2.1 The use of open-ended and closed questions

The questionnaire consisted of both open-ended and closed questions. Closed questions require the respondent to choose from a pre-determined range of alternative answers. It also uses a rating scale, where a scaling device is used to record responses (Saunders et al., 2000:291; Collis & Hussey, 2009:200). Open-ended questions ensure

'fitness for purpose', honest responses and independency from respondents (Cohen, Manion & Morrison , 2002:248).

For the purpose of this study, it was imperative to capture the respondent's perceptions and thoughts through the use of both closed and open-ended.

3.4.2.2 The Rating Scale

A five point Likert Scale was used in all closed questions from Section Two to Section Nine of the questionnaire (Saunders et al., 2000:295). A Likert Scale was chosen as it captures the intensity of the respondents' feelings for a given question. The respondents had to respond to the question from their extent of agreement or disagreement with the question as follows:

1 = strongly disagree; 2 = disagree; 3 = neutral; 4 = agree; 5 = strongly agree.

The questionnaire consisted of nine sections as indicated in Appendix 3.1. As advocated by Collis et al. (2009:198) the researcher presented the questions in a logical order to help move from general to specific questions. Section One of the questionnaire dealt with demographic information regarding the sample. Section Two tested goal setting theory variables. Section Three to Section Six tested Maslow's hierarchy of needs theory variables. Section Seven tested Herzberg's two factor theory variables. Section Eight tested expectancy theory variables. Last, Section Nine tested equity theory of motivation variables.

Section One of the questionnaire related to demographic information about the respondent. These were the easy and general questions which ensured that respondents moved from easy questions to the complex questions.

Section Two dealt with variables which sought to understand the employees' perceptions regarding the goal setting process in the department.

Section Three consisted of variables which sought to understand employees' perceptions regarding the impact of their physiological needs on motivation and job performance.

Section Four dealt with organisational variables which sought to understand employees' perceptions regarding the impact of their safety needs on motivation and job performance.

Section Five focused on the variables which sought to understand employees' perceptions regarding the impact of their love and belonging needs on motivation and job performance.

Section Six focused on employees' perceptions regarding the impact of their esteem needs on motivation and job performance.

Section Seven dealt with employees' perceptions regarding the impact of overall job satisfaction on motivation and job performance.

Section Eight paid attention to the employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance.

Section Nine focused on the Employees perceptions regarding the impact of equitable rewards and recognition on motivation and job performance

3.4.2.3 Reliability of the research instrument

The study used Cronbach's alpha coefficients as questions were developed by the researcher. Assistance with the computation of the Cronbach's alpha coefficients was sought from a senior statistician at the Nelson Mandela Metropolitan University. According to Sekaran (2000:308), Cronbach's alpha measures how well the items measuring a concept align with one another. The closer this coefficient of reliability is to

1.0, the higher the measure of internal consistency. Table 3.1 below depicts the Cronbach's alpha coefficients for the variables used.

Table 3.1: Cronbach's Alpha Coefficients

Motivation variables	Coding	Average inter-item corr	Cronbach 's Alpha Coefficient
Employees' perceptions regarding the goal setting process in the department	B1-B6	0.26	0.65
Employees' perceptions regarding the impact of physiological needs on motivation and job performance	C1-C5	0.10	0.26
Employees' perceptions regarding the impact of safety needs on motivation and job performance	D1-D4	0.15	0.40
Employees' perceptions regarding the impact of love and belonging needs on motivation and job performance	E1-E3	0.66	0.83
Employees' perceptions regarding the impact of esteem needs on	F1-F4	0.21	0.31

Motivation variables	Coding	Average inter-item corr	Cronbach 's Alpha Coefficient
motivation and job performance			
Employees' perceptions regarding the impact of overall job satisfaction on motivation and job performance	G1-G4	0.07	0.28
Employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance	H1-H4	0.19	0.50
Employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance	I1-I3	0.61	0.79
Cronbach's alpha = 0.50			

Half of the items under review have excellent ($\alpha \geq .5$) levels of internal consistency with internal consistency coefficients of 0.50; 0.65; 0.79 and 0.83 respectively. The other half has levels of internal consistency coefficients of 0.26; 0.28; 0.31 and 0.4 respectively. The overall internal coefficient is 0.50 which confirms that questionnaire's reliability is acceptable for the study.

3.5 Sample Selection

Population in a research study is any precisely defined body of people or objects under consideration for statistical purposes (Collis et al., 2009:62). The population in this study referred to all employees of the Frere Hospital Maternity Ward. The element is a single employee within this population. The population in this study included managers, nurses, clerks and other support staff. The population was 103 staff responsible for the hospital Maternity Ward Day-Shift. The sample in a research study is a subset of a population (Collis & Hussey, 2009:62). The researcher sampled 50 out of the entire population. Due to time constraints and tight schedules of the staff in the Maternity Ward, it was not practical to survey the entire population. The sample was given self-administered questionnaires and the sample represented the entire population.

3.5.1 Sampling techniques

Cohen et al. (2002:99) distinguish between two types of sampling strategies, which are probability and non-probability sample. The difference between them is that in a probability sample the chances of members of a wider population being selected for the sample are known, whereas in a non-probability sample chances of a member being selected are unknown(Cohen et al., 2002:99).

This study has used convenience sampling since the researcher is familiar with the population under study. Convenience sampling involves data collection from a sample that is conveniently located to furnish the required information.

3.6 Conclusion

Chapter three outlined the basic research methodology that the study followed in investigating staff motivation levels and the staff motivation levels' impact on job performance in the Frere Hospital maternity ward Day-Shift. The research philosophy

was explained. The research approach and the primary data collection methods were also discussed.

The following chapter presents the empirical findings of the study.

CHAPTER FOUR: PRESENTATION OF EMPIRICAL FINDINGS

4.1 Introduction

The purpose of this chapter is to present empirical results of the data collected. Section one deals with biographical information of the respondents. Section two addresses empirical findings on employees' perceptions regarding the goal setting process in the department. Section three presents empirical results on employees' perceptions regarding the impact of physiological needs on motivation and job performance. Section four presents empirical findings on employees' perceptions regarding the impact of safety needs on motivation and job performance. Section five presents empirical findings on employees' perceptions regarding the impact of love and belonging needs on motivation and job performance. In Section six the chapter presents empirical results on employees' perceptions regarding the impact of esteem needs on motivation and job performance. Section seven of this chapter presents empirical findings on employees' perceptions regarding the impact of overall job satisfaction on motivation and job performance. Last but not least, Section eight addresses empirical findings on employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance. Last, Section nine presents empirical findings on employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance.

4.2 Section One: Demographic Information

The following tables, from Table 4.1 to Table 4.7, present the demographic information of the sample surveyed.

Table 4.1: Gender

Gender	%	N
Females	100	43
Total	100	43

Source: Survey data (2012)

All the respondents from the maternity ward were females. It is interesting to note that the nursing fraternity is still regarded a female career.

Table 4.2: Age

Age	%	N
25- 29	4.65	2
30 – 39	18.60	8
40 - 49	44.19	19
50 and older	32.56	14
Total	100	43

Source: Survey data (2012)

The highest percentage (44.19%) of the respondents was between 40 and 49 years of age. However, those who were 50 years and above were approximately 32.56%, followed by those who were in the age group of 30 to 39 years (18.60%) and those who were between 25 and 29 years of age made up only 4.65%. In terms of the Public Service Amendment Act (1999) the normal retirement age for employees is 65 years. None of the respondents was above the age of 65 years. In general all respondents were in their working age groups.

Table 4.3: Education Levels

Education Levels	%	N
Std 9 and below	6.98	3
Matric	41.86	18
M+3 (Techn Dip.)	20.93	9
M+4 (B Degree)	16.28	7
Other	13.95	6
Total	100	43

Source: Survey data (2012)

The education qualifications related to the nursing qualifications and other commercial qualifications. Approximately 6.98% of the respondents (n=3) indicated that their level of education was Std 9 and below, whilst approximately 41.86% (n=18) intimated that their level of education was a Matric (Grade 12), followed by approximately 20.93% (n=9) respondents with M+3 (Techn Dip) and approximately 16.28% (n=7) respondents with M+4 (B Degree) nursing qualifications. Approximately 13.95% (n=6) of the respondents possessed qualifications other than the nursing qualifications. Generally, most of the respondents had a fair exposure to formal education, at least high school education.

Table 4.4: Race

Race	%	N
Black	79.07	34
Indian	2.33	1
Coloured	16.28	7
White	2.33	1
Total	100	43

Source: Survey data (2012)

The highest percentage of the respondents was Black 79.07% (n=34), followed by Coloured with 16.28% (n=7). The Indian and White shared 2.33% (n=1) respectively. In general Blacks dominate the staff establishment of the Maternity Ward.

Table 4.5: Experience Levels

Experience Levels	%	N
Less than 1 year	6.98	3
1 to 3 years	9.30	4
4 to 9 years	23.26	10
10 to 19 years	18.60	8
20 and more years	41.86	18
Total	100	43

Source: Survey data (2012)

The majority of respondents (41.86%) have been in employment for a period ranging from 20 years and more, followed by 18.60% (n=8) who were in employment for a period between 10 and 19 years. Of these respondents, 23.26% (n=10) intimated that they had experience between four and nine years in the department, followed by 9.30% (n=4) respondents with experience between one and three years in the department. The least of the respondents with 6.98% (n=3) had an experience less than one year in the department.

These results show that the majority of respondents have significant experience in the operations of the maternity ward and one expects that they share this experience with those who are less experienced so that performance could be enhanced in the maternity ward.

Table 4.6: Employment Levels

Employment Levels	%	N
Manager	9.30	4
Nurse	72.09	31
Supervisor	4.65	2
Clerical	6.98	3
Other	6.98	3
Total	100	43

Source: Survey data (2012)

The majority of the respondents are nurses, accounting for 72.09% (n=31), followed by managers at 9.30%. Clerical and other equalled 6.98% (n=3) each. Supervisors formed the least of the categories with just 4.65% (n=2).

Table 4.7: Hospital of employee employment

Hospital of employee employment	%	N
Frere Hospital	100	43
Total	100	43

Source: Survey data (2012)

All (100%) the respondents belonged to Frere Hospital. These are officials who shared various levels of experience at the hospital with various levels of education.

4.3 Analysis of Section Two: Employees' perceptions regarding the goal setting process in the department

The employees were asked to rate their perceptions about how they feel regarding goal setting in the Eastern Cape Department of Health. A Likert scale of 1 to 5 was used to assess respondents' perceptions.

The ratings were as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree.

Table 4.8: Employees’ perceptions regarding the goal setting process in the department

	Employees’ perceptions regarding the goal setting process in the department	N	Mean
1	Employees are involved in goal setting process in the Department of Health.		3.79
2	I understand the goals that are linked to my job very well	43	4.28
3	I find the goals that relate to my job very challenging and specific	43	4.16
4	Goals are simplified and are linked to performance through work plan agreements so that they are easy to achieve	43	3.93
5	I am motivated by goals that are linked to an agreed upon performance reward system	43	3.81
6	I am committed to the goals that relate to my job	43	4.40

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement indicated. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.8. Interpretations of the mean scores are explained in the following section.

- **Employees are involved in goal setting process in the Department of Health:** Most of the respondents agreed that they were involved in the goal setting process in the department (mean score = 3.79). Goals are set by the National Department of Health and cascaded down to the provincial department. Those who agreed also confirmed in the open-ended questions that being involved in the goal setting

process was motivational to them. As claimed by the respondents who disagreed, some of the officials are not involved in the discussion of these goals by the provincial department; as a result they were demotivated.

- **I understand the goals that are linked to my job very well:** All the respondents agreed that they understood the goals linked to their jobs very well (mean score = 4.28). Those who claimed that they were not involved in the goal setting process stated that even though they were not involved in the setting of the goals, they did understand the goals as they relate to their jobs.
- **I find the goals that relate to my job very challenging and specific:** A majority of the respondents agreed that they found the goals that related to their jobs very challenging and specific (mean score = 4.16). In the open-ended questions the majority of these respondents indicated that they were motivated by challenging and specific goals. Some of those who did not agree claimed that they did not find the goals challenging as they were linked to their routine work that they were performing. These respondents stated that the routine work was boring to them.
- **Goals are simplified and are linked to performance through work plan agreements so that they are easy to achieve:** A majority of the respondents agreed that goals were simplified and were linked to performance through work plan agreements so that they were easy to attain (mean score = 3.93). Those that disagreed claimed that they did not have signed performance agreements; therefore they could not attest that the goals were simplified or specific.
- **I am motivated by goals that are linked to an agreed upon performance reward system:** Most of the respondents indicated that they were motivated by goals that were linked to an agreed upon performance reward system (mean score = 3.81). It is worth noting that 11.63% (n=5) and 2.33% (n=1) disagreed and strongly disagreed respectively whilst another 2.33% (n=11) remained neutral. Those who disagreed

indicated their frustration with regard to the performance reward system of the department as they claimed it was biased and rewarded poor performance instead of the best performance. Some of the respondents, through open-ended questions, indicated that there was favouritism within the department when it came to performance recognition.

- **I am committed to the goals that relate to my job:** A significant number of the respondents were committed to the goals that related to their jobs (mean score = 4.40). Only 2.33% (n=1) remained neutral.

4.4 Analysis of Section Three : Employees’ perceptions regarding the impact of physiological needs on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence employees’ satisfaction in relation to physiological needs. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.9: Employees’ perceptions regarding the impact of physiological needs on motivation and job performance

	Employees’ perceptions regarding the impact of physiological needs on motivation and job performance	N	Mean
1	Offices at my work place are well ventilated	43	2.67
2	I can sufficiently support myself and my family with the salary I am earning	43	2.37
3	There is adequate and clean water supply both at home and	43	4.14

	Employees' perceptions regarding the impact of physiological needs on motivation and job performance	N	Mean
	at work		
4	I have a reasonable shelter to stay in	43	3.56

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with the statement indicated. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.9. Interpretations of the mean scores are explained in the following section.

- **Offices at my work place are well ventilated:** A majority of respondents disagreed with the statement stating that there were offices that were not ventilated altogether at the hospital (mean score = 2.67). The common reason forwarded by some of the respondents was that the department as a whole did not have sufficient operating budget. Those who agreed stated that their offices were well ventilated.
- **I can sufficiently support myself and my family with the salary I am earning:** A significant number of the respondents disagreed with the statement postulating that the money they were earning did not even address their basic needs like buying a house and having a medical aid (mean score = 2.37). The results indicate that those who were satisfied with their salaries were at management and supervisory positions.
- **There is adequate and clean water supply both at home and at work:** A majority of respondents intimated that they had adequate and clean water supply both at home and at work (mean score = 4.14). Those who disagreed stated that they were living under appalling conditions where they were staying.

- **I have a reasonable shelter to stay in:** A majority of respondents agreed with the statement declaring that they had reasonable shelters to stay in (mean score = 3.56). These were respondents who owned subsidised houses due to the fact that they were being subsidised by the state and that they could afford to repay their bonds. Some of the comments received reveal that these respondents were happy to own houses as that is a basic human need.

4.5 Analysis of Section Four : Employees perceptions regarding the impact of safety needs on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence their satisfaction in relation to safety needs. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.10: Employees’ perceptions regarding the impact of safety needs on motivation and job performance

	Employees’ perceptions regarding the impact of safety needs on motivation and job performance	N	Mean
1	I feel that management in the department treats everyone equally regardless of race, gender or nationality	43	3.19
2	I feel safe both socially (i.e. transport and home security) and at work (i.e. work security)	43	3.16
3	I have financial problems that are causing me stress	43	3.47
4	I have access to a medical aid	43	4.07

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement given. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.10. Interpretations of the mean scores are explained in the following section.

- **I feel that management in the department treats everyone equally regardless of race, gender or nationality:** Most of the respondents were indifferent about the equal treatment of employees in the department (mean score = 3.19). Some of the respondents felt that there was favouritism within management, although some felt that management was treating everyone equally regardless of race, gender or nationality.
- **I feel safe both socially (i.e. transport and home security) and at work (i.e. work security):** Most of the respondents were indifferent about their safety (mean score was 3.16). Some respondents were concerned about the levels of crime where they were staying (especially in townships) and public transport safety. These respondents intimated that it was not safe to stay in some townships. Others were concerned about the public transport due to a high rate of taxi accidents. Most of accidents were caused by taxis that were unroadworthy and careless taxi drivers who did not heed road safety measures.
- **I have financial problems that are causing me stress:** Most of the respondents were indifferent about their salaries (mean score = 3.47). Some respondents felt that they were not experiencing financial problems while some felt that their salaries were not sufficient to cater for their daily needs and that this was causing them stress.
- **I have access to a medical aid: A vast majority of the respondents agreed with the statement (mean score = 4.07).** Only a small number indicated that they did not have a medical aid because they could not afford it (n=3). Only 2.33% (n=1)

remained neutral. A majority of the respondents indicated that they had a medical aid that was subsidised by the state.

4.6 Analysis of Section Five : Employees’ perceptions regarding the impact of love and belonging needs on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence their love and belonging needs. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.11: Employees’ perceptions regarding the impact of love and belonging needs on motivation and job performance

	Employees’ perceptions regarding the impact of love and belonging needs on motivation and job performance	N	Mean
1	I have a stable family life	43	3.95
2	I have a stable social life	43	3.88
3	I have good relationships with my work colleagues and supervisors	43	4.05

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement given. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.11. Interpretations of the mean scores are explained in the following section.

- **I have a stable family life:** A majority of the respondents agreed with the statement (mean score = 3.95). Those who did not agree stated that their family lives were challenging and stressful to an extent that their work lives were negatively impacted.
- **I have a stable social life:** A notable number of respondents agreed that they had a stable social life (mean score = 3.88). Those who disagreed indicated that they did not socialise.
- **I have good relationships with my work colleagues and supervisors:** A majority of the respondents agreed that they had good relationships with their colleagues and supervisors (mean score = 4.05). However, a few respondents disagreed with the statement although they did not furnish any comments on the question.

4.7 Analysis of Section Six : Employees’ perceptions regarding the impact of esteem needs on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence their esteem. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.12: Employees’ perceptions regarding the impact of esteem needs on motivation and job performance

	Employees’ perceptions regarding the impact of esteem needs on motivation and job performance	N	Mean
1	I feel that I am valued and loved by other people	43	4.07

	Employees' perceptions regarding the impact of esteem needs on motivation and job performance	N	Mean
2	I appreciate it when my supervisor grants me freedom in the execution of my job	43	3.95
3	I am happy with the reward and recognition system in the department	43	3
4	I believe in myself and my potential	43	4.44

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement given. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.12.

- **I feel that I am valued and loved by other people:** A majority of the respondents agreed that they felt valued and loved by other people (mean score = 4.07). However, only 6.98% (n=3) remained neutral. Most of the respondents indicated that the feeling of being valued and loved by others was motivational especially at the work environment.
- **I appreciate it when my supervisor grants me freedom in the execution of my job:** Many respondents agreed that they appreciated it when their supervisors granted them freedom in the execution of their jobs (mean score = 3.95). Those who disagreed felt that they needed to be guided throughout performance of their duties.
- **I am happy with the reward and recognition system in the department:** Most of the respondents were indifferent about the reward and recognition system in the department (mean score = 3). The percentage of those who disagreed and those who agreed accounted for 46.51% (n=20) respectively with only 6.98% (n=3) who remained neutral. Some respondents felt that the reward and recognition system

was fair and equitable in the department, whereas others felt that the system was flawed with favouritism.

- **I believe in myself and my potential:** All respondents agreed with the statement (mean score = 4.44) and this is a good sign of high self-esteem within the respondents.

4.8 Analysis of Section Seven : Employees’ perceptions regarding the impact of overall job satisfaction on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence employee’s overall job satisfaction. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.13: Employees’ perceptions regarding the impact of overall job satisfaction on motivation and job performance

	Employees’ perceptions regarding the impact of overall job satisfaction on motivation and job performance	N	Mean
1	I feel a sense of achievement when my supervisor acknowledges or recognises my good performance	43	4.09
2	I am happy with my interpersonal relations with my supervisor	43	3.84
3	I appreciate the working conditions in my section	43	2.56
4	I am happy with my salary and other work benefits	43	2.30

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement given. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.13. Interpretations of the mean scores are explained in the following section.

- **I feel a sense of achievement when my supervisor acknowledges or recognises my good performance:** A majority of respondents agreed with the statement (mean score = 4.09). The 4.65% (n=2) who disagreed did not give any reasons for their disagreement whilst another 4.65% (n=2) remained neutral.
- **I am happy with my interpersonal relations with my supervisor:** A majority of the respondents agreed that they were happy with their interpersonal relations with their supervisors (mean score = 3.84). Only 13.95% (n=6) and 6.98% (n=3) disagreed or remained neutral respectively. Those who disagreed did not advance any reasons for their disagreement.
- **I appreciate the working conditions in my section:** A majority of the respondents disagreed with the statement (mean score = 2.56). Some of this group indicated that they were using old machines in the maternity ward and that this affected their efficiency in their operations as these machines sometimes broke and put lives of patients in jeopardy. Some of these respondents indicated that bad working conditions were demotivational to them. However, only 30.23% (n=13) agreed that they appreciated the working conditions in their sections and that they were motivated by those conditions.
- **I am happy with my salary and other work benefits:** A significant number of the respondents disagreed with the statement (mean score = 2.30), some indicating that their salaries could not sustain their daily needs. Some respondents asserted that work benefits were not distributed equitably.

4.9 Analysis of Section Eight : Employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence the employee's extent of achievement of the organisational goals. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.14: Employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance

	Employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance	N	Mean
1	I exert more effort in my work because I expect to be rewarded for my performance	43	3.49
2	I go an extra mile in my performance because I value the rewards and recognition of the department	43	3.12
3	I am often absent from work because I am not happy with the rewards and recognition system of the department	43	1.67
4	I often have a feeling of quitting this job because my efforts are not adequately recognised	43	2.77

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement given. However, any mean score above 3 indicates that the respondents agreed with the

statements as indicated in Table 4.14. Interpretations of the mean scores are explained in the following section.

- **I exert more effort in my work because I expect to be rewarded for my performance:** Most of the respondents agreed with the statement (mean score = 3.49). However, 18.60% (n=8) and 6.98% (n=3) disagreed and strongly disagreed respectively whilst only 13.95% (n=6) remained neutral. Those who disagreed indicated that they were not motivated by money or financial incentives when performing their jobs, but by the love for the job that they were doing and the fact that they were doing service for the communities.
- **I go an extra mile in my performance because I value the rewards and recognition of the department:** A majority of the respondents were indifferent about going an extra mile because they valued the rewards and recognition of the department (mean score = 3.12). Some of the respondents indicated that the rewards and the recognition of the department were not handled in a fair and just manner and as such they were not motivational to them. On the other hand some of the respondents stated that they went an extra mile because they valued the rewards and recognition of the department.
- **I am often absent from work because I am not happy with the rewards and recognition system of the department:** Most of the respondents disagreed with the statement (mean score = 1.67). Only 1.33% (n=1) agreed with the statement although no reasons were furnished.
- **I often have a feeling of quitting this job because my efforts are not adequately recognized:** A significant number of the respondents disagreed with the statement (means score = 2.77). Those who agreed represented 37.21% (n=16) whilst 4.65% (n=2) remained neutral. This was attributed to the reward and recognition system within the department which these respondents found demotivational.

4.10 Analysis of Section Nine : Employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance

The respondents were asked to rate their perceptions about the organisational variables that influence the employee's equity perceptions. A Likert scale of 1 to 5 was used to assess the perception of the respondents. The ratings were as follows:

(1) = strongly disagree, (2) = disagree, (3) = neutral, (4) = agree and (5) = strongly agree.

Table 4.15: Employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance

	Employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance	N	Mean
1	I regard salary, rewards and recognition fair and just when they are more or the same as those of my counterparts in the same environment	43	3.02
2	Management in my institution treats everyone equally	43	2.93
3	I am happy with the organisational climate in my institution since it demonstrates fairness and justice for all	43	2.88

Source: Survey data (2012)

A mean score below 3 indicates that the respondents disagreed with statement given. However, any mean score above 3 indicates that the respondents agreed with the statements as indicated in Table 4.15.

- **I regard salary, rewards and recognition fair and just when they are more or the same as those of my counterparts in the same environment:** Many of the respondents were indifferent about their regard for equity perceptions in relation to

salary, rewards and recognition (mean score = 3.02). Some respondents agreed that they regarded salary, rewards and recognition fair and just when they were more or less the same as those of their counterparts in the same environment. Some respondents disagreed with the statement although no explanations were given.

- **Management in my institution treats everyone equally:** A majority of respondents disagreed with the statement (mean score = 2.93). Some of these respondents indicated that there was favouritism within the institution and that favouritism was demotivational to them. Some of the respondents agreed that management treated everyone equally.
- **I am happy with the organisational climate in my institution since it demonstrates fairness and justice for all:** Many of the respondents disagreed with the statement (means score = 2.88) and intimated that they were not happy with the institution's organisational climate in that it was not just and fair.

4.11 Interpretation and implications of the findings

This section presents the context of the survey results on the investigation of the staff levels of motivation and staff motivation levels' impact on job performance in the Frere Hospital maternity ward's Day-Shift. The chapter also highlights the implications of these findings.

4.11.1 Demographic Information

The results of this survey regarding age, education levels and experience indicate that the respondents were within an economically active population. The majority of the respondents were at the ages of between 40 and 49. The majority of the respondents had a reasonable level of education of Matric whilst also a sizeable number had national diplomas and degrees (including Masters Degrees) in nursing. Another group of the respondents had diplomas and other degrees not related to nursing. In addition, the

highest levels of experience within the department were ranging from 20 years and more within various operational levels.

An implication of the findings is that these are officials who are knowledgeable about their work; they have sound educational levels and would therefore expect a kind of leadership that is able to create a motivational climate for them within the institution. These officials are likely to add value to the organisation and will be able to impart skills to the newcomers.

4.11.2 Employees' perceptions regarding the goal setting process in the department

Locke and Latham (2002:7) consider a goal as something one consciously wants to achieve, yet the thing one wants to achieve is usually something outside one. Goals give direction to people in their work, assist in energising work efforts and encourage persistent efforts over time (Schermerhorn, 1989:367). According to Kinicki and Kreitner (2008:187) employees are not likely to put forth increased effort to achieve complex goals unless they “buy-in” or support them. Participative goals are usually effective. On the question of whether the goals should be participatively set, assigned or set by the employee himself or herself, a summary of goal setting research indicated that no single approach was consistently more effective than others in increasing performance (Kinicki & Kreitner, 2008:187).

The majority of respondents agreed that they were motivated by being involved in the goal setting process. The respondents, however, indicated that the goals were set by the National Department of Health and then cascaded down to the provincial departments. At the level of the provincial department, management discusses the goals with the entire department. Some of the respondents, however, denied being involved in the discussion of departmental goals.

The implication of not involving all officials in the discussion of the goals makes them lack commitment and buy-in to the set goals imposed on them.

Coetsee (2003:110) states that negotiation with the team members regarding end-results (goals) and their participation in setting objectives to realise the goals is very important because it makes expectations clear, assists people to understand the goals and expectations and enhances the acceptance (ownership, commitment) of goals.

A majority of the respondents agreed that they understood the goals linked to their jobs very well as they are explained to them by management. It is worth noting that officials were not involved in the development of goals as they were imposed on them by the National Department of Health; however, management took it upon themselves to explain these goals to the departmental staff. A few respondents though indicated that they were not involved in the discussions of the goals.

An implication of these findings is that even though the majority understands the goals, others are not involved in the discussions of the goals and this may lead to resentment of these goals.

According to Locke and his colleagues, people need to set specific, challenging learning goals aimed at identifying the best way to accomplish the task or goal (Schermerhorn, 1989:367).

A majority of the respondents agreed that they found goals related to their jobs very challenging and specific and that they were motivated by challenging and specific goals. However, some respondents stated that they did not find the goals challenging and specific as they were linked to their routine jobs which were no longer challenging for them.

Implication of these findings for managers is that, if employees no longer find the goals challenging, they are not likely to increase their performance.

Goal setting is an effective process of motivating employees and clarifying their role perceptions by establishing performance objectives. The goal setting process (deciding on goals and developing objectives and action plans to realise the goals) can therefore be regarded as important foundations for the creation of a motivating environment, because goals release energy and stimulate activity, endurance, perseverance and eventually performance According to Coetsee (2003:110).

A majority of respondents agreed that goals were simplified and linked to their performance agreements so that they were easy to achieve. These respondents indicated that they were motivated by simplified goals which were linked to their performance agreements. However, some respondents declared that they did not have performance agreements.

Implication of these findings is that if some staff members do not have goals clarified and simplified, as well as linking goals to employees' performance agreements, it will not be easy to manage their performance. Employees may not be clear of performance expectations.

The use of monetary incentives to motivate employees is seldom questioned and unfortunately, research uncovered some negative consequences when goal achievement is linked to individual incentives (Kinicki & Kreitner, 2008:189). According to Kinicki and Kreitner (2008:189) case studies, for example, reveal that pay should not be linked to goal achievement unless performance goals are under the employee's control; goals are quantitative and measurable, and frequent, relatively large payments are made for performance achievement. Goal-based incentive systems are more likely to produce undesirable effects if these three conditions are not met. Moreover, according to Kinicki and Kreitner (2008:190) empirical studies demonstrated that goal-

based bonus incentives produced higher commitment to easy goals and lower commitment to difficult goals. People were reluctant to commit to difficult goals that were tied to monetary incentives.

A majority of respondents indicated that they were motivated by goals that were linked to an agreed upon performance reward system. However, some disagreed stating that they were not motivated by monetary incentives but by the love for their jobs even if they were not given performance bonuses when they duly deserved bonuses.

Implication of these findings is that, if employees are motivated by goals linked to an agreed upon performance reward system, they are likely to increase their performance when the performance reward system is implemented in a fair and just manner.

It can thus be accepted that employees in the maternity ward are motivated to perform better by involvement in the departmental goal setting process.

4.11.3 Employees' perceptions regarding the impact of physiological needs on motivation and job performance

Maslow (1943) states that physiological needs are the requirements for human survival (Raus, Haita & Lazar, 2012:241; Seeley, 1992:4).

A majority of respondents indicated that their offices were not well ventilated although a few declared that they were occupying well ventilated offices. A significant number of respondents also stated that they were not happy with their salaries as they did not satisfy their basic human needs. Some of the respondents were satisfied with their salaries. A majority of respondents confirmed that they were getting clean water supply both at work and at home whereas only a minority indicated that they were staying in appalling conditions in the townships they were staying at, with sometimes no clean water. A significant number of the respondents indicated that they had reasonable

houses where they were staying as they bought them through a government subsidised scheme. On the other hand there were a few respondents who indicated that they could not afford subsidised houses. Most of the respondents indicated that they had a medical aid whereas only a few indicated that they could not afford medical aid even though it was subsidised by government. Those respondents who felt that their physiological needs were met indicated that they were motivated by those needs. Those respondents whose physiological needs were not met stated that they were not motivated and that these unmet needs were negatively affecting them on their job performance.

Implication of these findings is that if staff physiological needs are not met, then the staff will not be motivated to increase their performance.

In general it can be accepted that employees in the maternity ward are motivated to perform better when their physiological needs are met.

4.11.4 Employees' perceptions regarding the impact of safety needs on motivation and job performance

Seeley (1992:4) points out that safety needs are those needs that encompass the desire to be free from danger and anxiety that arise from the feelings of insecurity. Safety needs can be seen as a way to meet tomorrow's physiological needs (Raus et al., 2012:241).

Most of the respondents were indifferent about the equal treatment of employees in the department. Some of the respondents felt that there was favouritism within management, although some felt that management was treating everyone equally, regardless of race, gender or nationality. Most of the respondents were indifferent about their safety needs. Some respondents were concerned about the levels of crime where they were staying (especially in townships) and public transport safety. Others were concerned about the public transport due to a high number of taxi accidents.

Most of the respondents were indifferent about their salaries. Some respondents felt that they were not experiencing financial problems. On the contrary some respondents felt that their salaries were not sufficient to cater for their daily needs and that this was causing them stress.

Only a small percentage of the respondents indicated that they did not have a medical aid because they could not afford it. A majority of the respondents indicated that they had a medical aid that was subsidised by the state.

Implication of the findings is that, if these safety needs are not met employees will feel demotivated as some of these needs are causing them stress when they are not met. Stress is detrimental to job performance.

It can thus be accepted that employees in the maternity ward are motivated to perform better when their safety needs are met.

4.11.5 Employees' perceptions regarding the impact of love and belonging needs on motivation and job performance

According to Maslow (1943) love and belonging needs include social interactions, friendship, love, intimacy, family, community, belonging and relationships (Raus et al., 2012:241).

Most of the respondents agreed that they had a stable family life and some further commented that this was motivational to them as it is not possible to perform well when your life is in disarray. A nominal number of respondents had their lives challenging and demotivational. A notable number of respondents agreed that they had a stable social life and those who disagreed indicated that they did not socialise. A majority of the respondents agreed that they had good relationships with their colleagues and supervisors. Conversely, a minority disagreed with the statement.

Implication of these findings is that happy family life, stable social life and good working relationships with colleagues and supervisors are motivational to employees and evidence based on literature is that if these needs are satisfied employees increase job performance.

It can therefore be accepted that employees in the maternity ward are motivated to perform better when their love and belonging needs are met.

4.11.6 Employees' perceptions regarding the impact of esteem needs on motivation and job performance

The esteem needs include positive feedback and opportunities for advancement (Halepota, 2005:15). The reward and recognition programs serve as the most contingent factor in keeping employees' self-esteem high and passionate (Danish, 2010:159). If people feel loved and have a sense of belonging, then they develop the need for esteem (Schultz & Schultz, 1994:283). Satisfaction of the need for self-esteem allows one to feel confident on one's strength, worth and adequate.

A majority of the respondents were indifferent about the reward and recognition system in the department with some indicating that the system was flawed and discriminatory. Other respondents, however, felt the system was fair and just. A significant number of the respondents agreed that they felt loved and valued by other people and that this was a boost to their esteem. All respondents agreed that they believed in themselves and their potential. Most of the respondents appreciated when they were granted freedom in the execution of their jobs whereas a minority felt they still needed to be supervised.

Implication of these findings is that employees' self-esteem is generally high resulting in motivation among employees.

It can thus be accepted that employees in the maternity ward are motivated to perform better when their esteem needs are met.

4.11.7 Employees' perceptions regarding the impact of overall job satisfaction on motivation and job performance

Herzberg found separate and distinct clusters of factors associated with job satisfaction and dissatisfaction (Kinicki & Kreitner, 2008:152). Job satisfaction was more frequently associated with achievement, recognition, characteristics of the work, responsibility and advancement. These factors were all related to outcomes associated with the content of the task being performed. Herzberg labelled these factors as motivators because each was associated with strong effort and good performance (Kinicki & Kreitner, 2008:152). Herzberg's theory predicts managers can motivate individuals by incorporating "motivators" into an individual's job.

A majority of the respondents agreed that they felt a sense of achievement and motivated when their supervisors acknowledged or recognised their good performance. A majority of the respondents indicated that they were happy with their interpersonal relations with their supervisors. Most of the respondents however, disagreed that they had good working conditions in their respective sections. Some respondents mentioned that they were making use of old machinery which often broke down in the maternity ward. This was interesting because this can be related to the cause of deaths of babies reported in the maternity ward. Many of the respondents indicated that they were not happy with their salaries as they could not sustain themselves and their families with the salaries they were getting.

Implication of the findings is that the respondents were generally happy with acknowledgement and recognition of good performance, good working relationships, good working conditions and reasonable pay that meet average human needs.

It can therefore be accepted that employees in the maternity ward are motivated when they feel overall job satisfaction.

4.11.8 Employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance

Oosthuizen (2001:22) concurs with Schermerhorn (1989:364) that the expectancy theory argues that work motivation is determined by individual beliefs regarding effort-performance relationships and the desirabilities of outcomes associated with various performance levels. Kinicki and Kreitner (2008:181) state that motivation according to Vroom boils down to the decision of how much effort to exert in a specific task situation. This choice is based on a two-stage sequence of expectations (effort – performance and performance – outcome). George and Jones (1996:175) put forward that theorists agree that the three factors of motivation in the expectancy theory collectively determine the overall level of motivation. If one of these factors is zero, motivation will be zero.

Most of the respondents agreed that they exerted more effort to their work because they expected to be rewarded for their performance. Those who disagreed indicated that they were not motivated by recognition and rewards of the department but by the love for their job. A majority of the respondents did not have a feeling of wanting to quit their jobs due to an unfair and unjust reward and recognition system of the department. However, a notable number of the respondents had a feeling of quitting their jobs since they believed that the reward and recognition system of the department was demotivational.

An implication of these findings is that some employees are happy whilst some are not happy with the reward and recognition system of the department.

It can thus be accepted that generally the employees in the maternity ward are motivated when they achieve organisational goals and get recognised and awarded with rewards and recognition that they value.

4.11.9 Employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance

According to Schermerhorn (1989:363), when people feel they have been inequitably treated in comparison to others, they will try to eliminate the discomfort and achieve a sense of equity. Inequities occur whenever people feel the rewards they receive for work inputs are unequal to the rewards other persons appear to have received for theirs.

Many of the respondents were indifferent about their equity perceptions in relation to salaries, rewards and recognition. Some agreed that salaries, rewards and recognition were equitable when compared with others in the same environment whilst others believed there was no equity. A general comment from both sides is that if the salaries, rewards and recognition could be equitably allocated, then employees would be more motivated.

An implication of these findings is that salary, rewards and recognition of the department is not satisfactory to the majority of the employees.

It therefore can be accepted that employees in the maternity ward are motivated to perform better when there is equity in the rewards and recognition of performance.

4.12 Conclusion

Chapter Four presented and analysed empirical results of the survey. The first issue that was discussed was the demographic information of the sample which revealed that

the majority of employees were economically active employees that were well educated with many years of experience in the department and were at positions varying from operational to management.

Second, the chapter also discussed employees' perceptions regarding the goal setting process in the department. Empirical results indicated that employees were motivated by being involved in the goal setting process by the department, goals that are clarified, simplified and linked to the individual's performance agreement, challenging and specific goals and goals that are linked to an agreed upon performance reward system.

Third, empirical results on employees' perceptions regarding the impact of physiological needs on motivation and job performance were discussed. Empirical results revealed that employees were motivated when their physiological needs were met.

Fourth, empirical findings on employees' perceptions regarding the impact of safety needs on motivation and job performance were discussed. The results of the survey revealed that employees were motivated when their safety needs were satisfied.

Fifth, the chapter went on to discuss empirical results on employees' perceptions regarding the impact of love and belonging needs on motivation and job performance. The survey results revealed that employees were motivated when their love and belonging needs were satisfied.

Sixth, empirical results on employees' perceptions regarding the impact of esteem needs on motivation and job performance discussed in this chapter. The empirical findings showed that employees were motivated when factors affecting overall job satisfaction were addressed.

Seventh, this chapter discussed empirical findings on employees' perceptions regarding the impact of overall job satisfaction on motivation and job performance. Empirical

results showed that employees were motivated to perform better when work conditions affecting overall job performance were addressed, for example machines that are in good working condition, good interpersonal relations, given freedom in the execution of tasks and so on.

Last but not least, the chapter discussed empirical findings on employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance. Empirical results showed that employees exerted more effort on achieving organisational goals to an extent that they believed their efforts would result in outcomes that were of value in to them.

Last, the chapter discussed empirical findings on Employees perceptions regarding the impact of equitable rewards and recognition on motivation and job performance. The empirical results revealed that employees were motivated when organizational variables that influence equity perceptions were addressed by management.

The next chapter summarises the findings and provides recommendations and conclusion.

CHAPTER FIVE: SUMMARY, RECOMMENDATIONS AND CONCLUSIONS

5.1 Introduction

This chapter presents a summary of the main findings, recommendations and a conclusion. The chapter starts by presenting an overview of the main findings. The chapter further presents recommendations based on literature reviewed. Thereafter, the limitations of this study will be explained, then recommendations for further research and, finally the conclusion of the study.

5.1 Summary of the main findings

Chapter One

Chapter One presented the background of the study through a definition of the problem and the reasoning behind investigating the staff motivation levels and staff motivation levels' impact on job performance in the Frere Hospital maternity ward. This chapter also outlined the main objective of the study and sub-problems to address the main objective. The chapter further defined the key concepts used in the study. A background on the institution where the sample was drawn was also given. Lastly the chapter presented an outline of the research chapters.

Chapter Two: Literature review on motivation and job performance

This chapter discusses motivation of staff and performance of staff and the general organisation. Literature review points out that management often fails to present employees with the necessary challenges and opportunities for achievement or to provide the type of leadership that will motivate them and direct their behaviour towards increased performance. Literature reviewed also revealed that there is evidence across contexts that public service motivation enhances work unit and organisational

performance, or at least the perceptions thereof. Other researchers concluded that existing theoretical arguments linking public service motivation and performance support the notion that motivated employees will perform better.

The chapter further discusses five theories of motivation, which are some of the theories that have shaped worker motivation in both the public and private sectors. The chapter discusses two needs theories which are Maslow Hierarchy of needs theory and Herzberg two factor theory as well as three process theories of motivation which are Vroom's expectancy theory, Locke's equity theory and Festinger's goal setting theory. Need theories are viewed to pinpoint factors that energise behaviour and those factors are physiological or psychological deficiencies that arouse behaviour. Human needs can be strong or weak and are influenced by environmental factors. These needs vary over time and place. In contrast, literature reviewed also explained that process theories attempt to explain how environmental factors are moderated by personality factors and psychological states to energise and sustain behaviour and how they stop behaviour.

Chapter Three: Research methodology and design

Chapter Three dealt with the research methodologies that were undertaken and the research design, pertinent to the survey method. The design of the research instrument and questionnaire were discussed. It also included the testing for reliability of the instrument. The size and selection of the sample were justified. Data collection methods were outlined. The research adopted a quantitative paradigm, using the questionnaire as the data collection tool. The target respondents for this study were nursing management, supervisors, nurses, clerks and other support staff in the maternity ward's Day Shift. The goal was to assess the staff motivation levels of these respondents and the staff motivation levels' impact on job performance in the maternity ward. The selected population size constituted 103 employees in the maternity ward of Frere Hospital and the sample that could be selected was 50 respondents. Convenience sample was more appropriate and helpful in conducting this study.

For the purposes of this research 50 questionnaires were distributed to the sample and 43 were returned, which constitutes a return rate of 86%.

Chapter Four: Empirical results

Chapter Four presented and analysed empirical results of the data that was collected. The results revealed that the majority of employees were economically active employees that were well educated with many years of experience in the department. These employees were in positions varying from operational to management level.

The goal setting theory's basic premise is that well-set task goals provide important sources of motivation (Schermerhorn, 1989:367). They give direction to people in their work, assist in energising work efforts and encourage persistent efforts over time. In addition, Locke believes that goals can clarify performance expectations, provide a basis for task feedback and more generally enhance individual work performance and job satisfaction.

Empirical results indicated that employees were motivated to perform better by being involved in the goal setting process of the department, by goals that were clarified, by goals that were simplified and linked to the individual's performance agreement, by challenging and specific goals and goals that are linked to an agreed upon performance reward system.

Regarding motivation through satisfaction of human needs Maslow's theory helps organisations understand human behaviour and to select strategies appropriate to individuals whom they are motivating (Halepota, 2005:15). Martin and Carrigan (2011:57) pronounce that the human needs must be satisfied before a person can act unselfishly. As stated in Martin and Carrigan (2011:57), Seeley (1992) is of the view that as long as people are motivated to satisfy these cravings, people are moving towards growth, toward self-actualisation. Overall, Maslow's ideas are helpful for

understanding the needs people bring with them to their work and determining what can be done to satisfy them (Schermerhorn, 1989: 360).

Empirical results revealed that employees were motivated to increase their performance when their physiological needs, safety needs, love and belonging needs and esteem needs were met.

According to Herzberg's theory, job dissatisfaction is associated with factors in the work context or environment and these include company policy and administration, technical supervision, salary, interpersonal relations with one's supervisor and working conditions (Kinicki & Kreitner, 2008:153). Herzberg called these factors hygiene factors and that they were not motivational. At best, according to Herzberg's interpretation, an individual will experience no job dissatisfaction when he or she has no grievance about hygiene factors (Kinicki & Kreitner, 2008:153).

Empirical results showed that employees were motivated to perform better when work conditions affecting overall job satisfaction were addressed; for example machines that are in good working condition, good interpersonal relations, given freedom in the execution of tasks and so on.

Oosthuizen (2001:22) concurs with Schermerhorn (1989:364) that the expectancy theory argues that work motivation is determined by individual beliefs regarding effort-performance relationships and the desirabilities of outcomes associated with various performance levels. Kinicki and Kreitner (2008:181) state that motivation according to Vroom boils down to the decision of how much effort to exert in a specific task situation.

The empirical results revealed that employees exert more effort on achieving organisational goals to an extent that they believe their efforts will result in outcomes that they perceive are of value to them. Oosthuizen (2001:22) asserts that Adam's equity theory primarily addresses the relationship between attitudes and toward inputs

and outcomes and toward reward practices. It suggests that people subjectively determine the ratio of reward to effort (outcomes to inputs) and compare it to what they perceive others to receive for similar effort. Equity theory sought to explain how employees respond both cognitively and behaviourally to perceived unfairness in the workplace (Steers et al., 2004:382).

The empirical results revealed that employees were motivated when organisational variables that influence equity perceptions, were addressed by management. These included salaries, rewards and recognition system by the department.

5.2 Recommendations

Goal setting

- management should ensure that all goals are discussed with all employees so as to ensure their buy-in;
- management should ensure that goals are clear, simplified, challenging and that they are linked to employees' performance agreements. Most of these can be achieved through setting up goals discussion meetings before performance agreements can be developed;
- management should ensure that all employees have signed performance agreements. Performance Agreements will ensure that supervisor and supervisee are in agreement with the goals to be achieved and that performance is measured against the agreements;
- management should ensure that all employees understand the goals that relate to their jobs. Goals can be explained in meeting situations between management and staff;
- management should give performance feedback in terms of performance appraisal sessions with employees.

Human needs

- management should ensure that they are always on the lookout so as to be able to detect when employees lack satisfaction in as far as the human needs are concerned. Management can try to achieve this by being team players rather than being bosses to staff (work closely with staff).
- management should strive to find ways to assist employees who feel deprived of these human needs. This will make employees feel that they are being cared for and this can boost their self-esteem.

Overall job satisfaction

- management should work towards building in job motivators into the employees' jobs. For example, management should ensure that offices are well ventilated, employees are given freedom in the execution of their tasks, maintain sound working relationships with employees, employees are provided with the right working tools, equitable salaries and so on.

Extent of achievement of organisational goals

- management should ensure that there is a reputable performance reward and recognition system in place. The system should be discussed with employees. Rewards and recognition not only apply to intrinsic rewards but to extrinsic rewards as well. Not all employees are motivated by monetary incentives. Management should ensure that they survey the employees' feelings regarding rewards and recognition and this may be done through issuance of survey questionnaires.

Equity on rewards and recognition

- management should ensure that they maintain sound working relations with employees so as to eliminate the feeling of favouritism, as claimed by other officials.
- management should ensure that they discuss the employees' perceptions regarding issues relating to rewards and recognition. It is not wise to take it for granted that employees will accept rewards that are imposed on them.

- management should consider regular benchmarks of rewards and recognition with similar organisations in the private sector and ensure that they discuss these issues with employees before implementing them. Individual employee perceptions are very critical in this regard.

5.3 Limitation of this study

Although this study can be used as the basis for future research in public service motivation research, the sample size was small as it only focused on one hospital and only a section of the hospital. Therefore caution must be applied, as the findings might not be transferable to other organisational environments.

The other limitation of this study is that not many respondents elaborated on the closed questions as requested; therefore not much of their deep feelings about the phenomena could be captured.

Another limitation is that the research did not investigate the effects of undetected disabilities of staff on motivation and subsequent job performance implications.

Lastly, this study did not investigate the influence that public attitudes have on staff motivation. Some officials gain motivation when they are praised by the public.

5.4 Recommendations for further research

Further research needs to be done to establish whether public attitudes on the affairs of Frere Hospital maternity ward do influence staff to improve performance. Public attitudes or opinions are represented by the legislature oversight function and other relevant bodies like the Public Service Accountability Monitor.

Another interesting phenomenon to research is the impact of undetected staff disabilities on staff motivation and job performance. Some employees may have disabilities that are noticed only after a long time. These disabilities may affect the motivation and job performance of staff and further research is suggested, especially in the public sector.

5.5 Conclusion

Motivation is a broad field that has captured a lot of interest in the industrial psychology field. However, not much work has been done in the investigation of motivation and job performance in the public sector compared to the work that has been done in the private sector. The findings, conclusions and recommendations of this study could potentially gain the organisation where this study was conducted and these recommendations should be considered against the impact they could have in enhancing motivation and job performance in the institution studied. These recommendations are also critical that they are likely to improve relations between supervisors and supervisees, thus creating a motivational climate in the institution.

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Appendix 3.1: Questionnaire

NMMU BUSINESS SCHOOL

MBA UNIT

PORT ELIZABETH

July 2011

Dear Participant

This questionnaire is designed to study the staff motivation levels and staff motivation levels' impact on staff motivation and job performance in the Eastern Cape Department of Health Frere Hospital Maternity Ward. Staff motivation is seen as having an influence and positive impact on staff performance and service delivery in the public service.

The information you will provide will help us better understand the importance of creating a motivating climate in our organizations, thus improving the quality of life of our society. Because you are the one who can give us correct information about your work life and work environment, I request that you respond to the questions honestly.

The responses that you give will be kept with the strictest confidentiality. Only members of the research team will have access to this information. You need not indicate your name in the questionnaire to ensure anonymity and prejudice by management. Once the research is approved by NMMU Business School, a summary of the results and recommendations will be made available to the departmental management, with the hope that these will better the situation at the workplace.

Participation in this study is voluntary and you have the right not to participate or to withdraw at any stage from the study. I urge you to answer ALL the questions and not to leave any questions unresponded to.

Indicate with X the appropriate box.

SECTION 1 – Biographical Information

1.1 My Age is between:

- | | | |
|--------------|--------------------------|-----|
| 18 -24 | <input type="checkbox"/> | (1) |
| 25 - 29 | <input type="checkbox"/> | (2) |
| 30 -39 | <input type="checkbox"/> | (3) |
| 40 - 49 | <input type="checkbox"/> | (4) |
| 50 and older | <input type="checkbox"/> | (5) |

1.2 My Gender is:

- | | | |
|--------|--------------------------|-----|
| Female | <input type="checkbox"/> | (1) |
| Male | <input type="checkbox"/> | (2) |

1.3 My ethnic group is:

- | | | |
|------------------------|--------------------------|-----|
| Black | <input type="checkbox"/> | (1) |
| Indian | <input type="checkbox"/> | (2) |
| Coloured | <input type="checkbox"/> | (3) |
| White | <input type="checkbox"/> | (4) |
| Other (please specify) | <input type="checkbox"/> | (5) |

.....

1.4 My highest education qualification is:

- | | | |
|---------------------------|--------------------------|-----|
| Standard 9 and below | <input type="checkbox"/> | (1) |
| Matric Certificate | <input type="checkbox"/> | (2) |
| M + 3 (Technikon Diploma) | <input type="checkbox"/> | (3) |
| M + 4 (Bachelors Degree) | <input type="checkbox"/> | (4) |

Other (please specify) (5)

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1.5 I have worked for the Department of Health for the time period:

Less than 1 year	<input type="checkbox"/>	(1)
1 to 3 years	<input type="checkbox"/>	(2)
4 to 9 years	<input type="checkbox"/>	(3)
10 to 19 years	<input type="checkbox"/>	(4)
20 and more years	<input type="checkbox"/>	(5)

1.6 I work for the following hospital in the Department of Health (EC)

(mark one hospital only):

Frere Hospital	<input type="checkbox"/>	(1)
Cecelia Makiwane Hospital	<input type="checkbox"/>	(2)

1.7 I am at the following operational level in the hospital:

Manager	<input type="checkbox"/>	(1)
Nurse	<input type="checkbox"/>	(2)
Supervisor	<input type="checkbox"/>	(3)
Clerical	<input type="checkbox"/>	(4)
Other: (please specify _____)	<input type="checkbox"/>	(5)

SECTION 2: INTERNAL ENVIRONMENT

Employees' perceptions regarding the goal setting process in the department

Employees are involved in goal setting process in the Department of Health.	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer :					
I understand the goals that are linked to my job very well	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
I find the goals that relate to my job very challenging and specific	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
Goals are simplified and are linked to performance through work plan agreements so that they are easy to achieve	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:					
I am motivated by goals that are linked to an agreed upon performance reward system	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
I am committed to the goals that relate to my job	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
SECTION 3: INTERNAL ENVIRONMENT					
Employees' perceptions regarding the impact of physiological needs on motivation and job performance					
Offices at my work place are well ventilated	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer :					
I can sufficiently support myself and my family with the salary I am earning	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:					
There is adequate and clean water supply both at home and at work	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
I have a reasonable shelter to stay in.	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
SECTION 4: INTERNAL ENVIRONMENT					
Employees' perceptions regarding the impact of safety needs on motivation and job performance					
I feel that management in the department treat everyone equally regardless of race, gender or nationality	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer :					

I feel safe both socially (i.e. transport and home security) and at work (i.e. work security)	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I have financial problems that are causing me stress	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I have access to a medical aid	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

SECTION 5: INTERNAL ENVIRONMENT

Employees' perceptions regarding the impact of love and belonging needs on motivation and job performance

I have a stable family life	(1) Strongly	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly

	disagree				agree

Please explain your answer:

I have a stable social life	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I have good relationships with my work colleagues and supervisors	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

SECTION 6: INTERNAL ENVIRONMENT

Employees' perceptions regarding the impact of esteem needs on motivation and job performance

I feel that I am valued and loved by other people	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
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Please explain your answer:

I appreciate it when my supervisor grants me freedom in the execution of my job	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I am happy with the reward and recognition system in the department	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I believe in myself and my potential.	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

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SECTION 7: INTERNAL ENVIRONMENT

Employees' perceptions regarding the impact of overall job satisfaction on motivation and job performance

I feel a sense of achievement when my supervisor acknowledges or recognizes my good performance	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
I am happy with my interpersonal relations with my supervisor	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
I appreciate the working conditions in my section	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree
Please explain your answer:					
I am happy with my salary and other work benefits	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

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Please explain your answer:

SECTION 8: INTERNAL ENVIRONMENT

Employees' perceptions regarding the impact of the valence of rewards and recognition on motivation and job performance

I exert more effort to my work because I expect to be rewarded for my performance	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I go an extra mile in my performance because I value the rewards and recognition of the department	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I am often absent from work because I am not happy with the rewards and recognition system of the department	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

I often have a feeling of quitting this job because my efforts are not adequately recognized	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly agree

Please explain your answer:

SECTION 9: INTERNAL ENVIRONMENT

Employees' perceptions regarding the impact of equitable rewards and recognition on motivation and job performance

I regard salary, rewards and recognition fair and just when they are more or the same as those of my counterparts in the same environment	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly disagree

Please explain your answer:

Management in my institution treats everyone equally	(1) Strongly disagree	(2) Disagree	(3) Neutral	(4) Agree	(5) Strongly disagree

Please explain your answer:

I am happy with the	(1)	(2)	(3)	(4)	(5)
---------------------	-----	-----	-----	-----	-----

organizational climate in my institution since it demonstrates fairness and justice for all	Strongly disagree	Disagree	Neutral	Agree	Strongly disagree
Please explain you answer:					

THANK YOU FOR YOUR TIME!